Session 3: Collaborations Among Academics, Practitioners, and the Community

Recorder: Lin Huff-Corzine

Youth, Firearms and Violence in Atlanta: A Problem-Solving Approach
Arthur L. Kellerman, Dawna S. Fuqua-Whitley, Peter Ash, and John Carter

Presenter: Dawna S. Fuqua-Whitley

Tom Marvell: *Can others use the Atlanta data?*

Dawna Fuqua-Whitley: Yes, as far as I am aware.

Roland Chilton: *Has the juvenile rate of crime, especially homicide, gone down in the areas that you studied?*

Dawna Fuqua-Whitley: In Atlanta, crime in general, including homicide, is dropping off. The Atlanta policing initiative program has only been in place 6 months. We have no specific answer yet about the specific link between our program and this decline.

Becky Block: *How often are you feeding data to police?*

Dawna Fuqua-Whitley: Currently, I am feeding them the data on monthly basis. We also report to the Police Chief about once a month and show how there's fluctuation on a quarterly basis.

Cheryl Maxson: *How is the program in Atlanta similar to the one in Boston?*

Dawna Fuqua-Whitley: We looked at the Boston program and have an ongoing discussion about how to modify that program for our use in Atlanta. For example, we thought about using their gang strategies, but our gangs are too different from those in Boston.

The SECURE Program: Safety Enhanced Communities Utilizing Resident Endeavors
Richard Block, David Katz, and Laura Herrin

Presenter: Richard Block

Roland Chilton: *Has the juvenile rate of crime, especially homicide, gone down in the areas that you studied?*

Dick Block: Rates of crime related to juveniles have declined inside the buildings, especially at Park. Doors are actually in place where there were none or they were broken before and they have locks now. In regard to the immediate neighborhood, however, we are not so sure. It seems to have declined in some places, while others just moved a block or two down the street. Some building/complex management say the neighborhood *is* their concern, but other management persons say only the buildings are their concern, not the surrounding area.

A Content Analysis of the Media Portrayal of Child Abuse in Two Australian Newspapers
Ania Wilcynski

Candice Skrapec: *How do you work with reporters?*

Dick Block: *Do the reporters ask questions differently depending on the type of paper?*

Ania Wilczynski: If you delay by only a few hours, you'll miss your advantage. Also, have only a few simple points, fax material to them, and do a write-up yourself. Tabloids are more problematic than others. Only speak to them if you can see their draft first. One reporter made comments about my femininity, my blonde hair, and the fact that I do not have children. I have also been misquoted.

Chris Rasche: *I agree that short clear answers are best, however, I often find that they have a story to do and just want/need an expert to back up their view. Often they are off on a wrong angle so I end up in a teaching mode. They don't want to take the time to learn—they just need to get a story out.*

Ania Wilczynski: Give them another hook or way to look at the issue. If all else fails, sometimes it's better if they just don't write the story.

Sue Avila: *Do these reports help or not?*

Ania Wilczynski: I can't really say if there's a cause and effect relationship. It can be positive if it effects policy changes. Some people will argue, however, that any changes coming this way will be short-term effects only.

Dick Block: *Often it seems that the stories are reasonable, but headlines are sensational.*

Chris Rasche: *Is there an avenue to control headline construction?*

Linda Langford: You can call to complain to the paper about headlines and have some of your friends call too. It works.

Partners and Strategies in Reducing Youth Violence
Kathleen Heide

Robert Smith: *Your list of 50 things to reduce youth violence makes common sense, but many are backed up only by anecdotal stories. It seems that we need to define, measure, and evaluate these strategies*.

Chris Rasche: *One idea was to foster self-esteem with adult offenders. However, although white women lack self-esteem, black women do not. Thus, we can't expect self-esteem programs to decrease violence committed by black women. We need to identify target groups' problems first and then design programs.*

Robert Smith: *What self-esteem is may be different for different groups as well.*

Kathleen Heide: The kids I have worked with don't have healthy self-concepts, that difference by age may transcend gender, race, and other differences.

Dawna Fuqua-Whitley: *People also need "other-esteem"; the ability to value other people.*

Kathleen Heide: Certainly, empathy and respect for others is needed to reduce violence among youth. It's likely that violent youth are also likely to present with restricted personality development so that needs to be checked out too. You can usually identify "problem" children by the time they are 5-6 years old. What also happens is that many people are not good parents so children don't have a good environmental background either.

Jackie Campbell: *How many of the children you studied were physically abused?*
There's a need more counseling for child abuse victims. Why can't we put more emphasis on these problems? The more severe adult batterers are often child abuse victims.

Kathleen Heide: Kids are often missed for intervention opportunities.

The SECURE Program: Safety Enhanced Communities Utilizing Resident Endeavors

An Interim Evaluation Conducted by The Center for Urban Research & Learning, Loyola University of Chicago for The Illinois Housing Development Authority

Richard Block, Project Director

David Katz and Laura Herrin, Research Assistants

Foreword

This is an initial report describing the process and implementation of a collaborative project evaluation created by the Illinois Housing Development Authority (IHDA) and the Center for Urban Research and Learning (CURL) at Loyola University Chicago. From the beginning, the project has revolved around the concerns and interests of the community members. IHDA intends to use the findings to help make future funding decisions. This report documents the first five months of this year-long effort.

The research team for this study consists of community residents and university faculty and students. A list of participants is located in the appendices at the end of the document. Without their dedicated efforts, this project could not have begun successfully.

Introduction

IHDA is currently implementing a Safety Enhanced Communities Utilizing Resident Endeavors (SECURE) program among four low-income housing developments in the Chicago area. The SECURE program addresses the security needs and concerns among residents who live in transitional neighborhoods with high crime rates. The housing developments participating in the program are The Pines of Edgewater, Northpoint, Diversey Square, and Park Apartments.

IHDA selected the four developments based on the development's location, ability to implement the program, neighborhood make-up, and management capacity. Each development submitted a proposal describing the security concerns at the property and how they planned to address these problems. The security upgrades include hardware, such as lighting, fencing, metal doors, and monitoring equipment. In addition, IHDA requested that the developments create a local partnership including the active participation of residents in the developments, the integration of local community policing strategies (CAPS), and collaboration with an existing organization to promote neighborhood safety. In return, IHDA has committed to providing funding for security improvements at each of the four apartment complexes. The total grant amounts to $435,000, serving 885 units.

Project Overview

CURL's responsibility is to conduct a comprehensive research evaluation of the SECURE program. The evaluation will measure the success of the security improvements in creating a safer environment and reducing residents' fear of crime. CURL began the evaluation in late August 1997—after security changes had been developed, but before they had been implemented. The final results will not be available until the summer of 1998.

The evaluation design is based on four pre-post test measures:

1. Interviews with the management of each project about crime and security problems and their conception of the security changes.

2. Face-to-face interviews with the residents before and after the security changes are made.

3. A micro-geographic trend analysis of police reported crime patterns both inside the four complexes and in the surrounding neighborhoods.

4. Videotaping of each complex several times during the year-long evaluation.

The pre-test measurement at each project began with a meeting between the CURL research team and the development's management team. Management has generally been very informative and cooperative. At each site, the management team reviewed the resident's security concerns and problems and made suggestions for change in the evaluation process.

Pre-security change interviews have been completed with 209 residents of the four projects. The interviewers are development residents who have been trained, supervised, and paid by CURL for their participation. With the exception of the Pines, all of the interviewers live in the development where the interviews took place. The team of interviewers will attempt to re-interview all of the initial respondents in order to ensure that those who have moved did not leave for fear of crime. The time lapse between the first and second round of interviews is approximately seven months. The primary purpose of the second interview is to assess whether or not the residents feel safer in and around their apartment building after the security changes have been made.

In addition to measuring changes in residents' fears and perceptions of crime, police reported crime patterns in and around the developments will be documented. For this interim report, levels of crime in and around the four complexes are analyzed from January 1996 through August 1997. For the final report, the evaluation will determine the change or trend in police-reported crime levels among the developments since 1991, and assess whether or not the security improvements have an impact on such levels. Richard Block, the project's director, been collected and analyzed these geographic data for this initial report.

In order to gain an accurate measure of the project's implementation, the evaluation team interviewed the four developments property management. The decision-making process, proposed security changes, and goals for the expenditure of the IHDA funding were noted for each development. The evaluation team also videotaped the exterior of the developments to document their physical condition and the neighborhood setting prior to security improvements. After the security changes are completed, the developments will be videotaped again twice: first to verify that the improvements were made, and later to document whether or not they had the intended effect.

The final report of the evaluation will be produced by the end of July 1998. It will include the project's process and implementation, and an assessment of the program's success in increasing residential security among the four housing developments. The following sections describe the research methods and data analyses executed during the first half of the project. The same methodology will be used for the second half of the project.

Evaluation Methods

Overview

An evaluation of this kind involves assessing whether a program s parts are operating as they are supposed to operate. The SECURE program is based on the premise that through community partnerships and security improvements, residents will feel safer in and around their apartment buildings and their fear of crime will diminish. By using four different research methods, the evaluation will determine if the security improvements affect the residents' safety.

The evaluation focuses on crime and insecurity within residents apartments, in the semi-public areas of each development, and in the neighborhood surrounding each complex. Through security improvements in a housing complex, SECURE hopes to promote positive change in the whole community and to suggest to potential criminals that they should go elsewhere.

Methodologies

The following research methods were used in the first half of the project: 1) interviews with property management, 2) videotaping, 3) interviews with residents, and 4) analysis of geographic crime maps. Each method is described below.

Interviews with property management. The evaluation team met on site with the property management of each development before the first round of interviews began. During the course of the interviews, the property managers discussed the decision-making processes, the proposed security changes, and the goals for expenditure of the IHDA funding. They relayed the most pressing concerns of the residents, and how they sought to alleviate those concerns through upgrading the security measures. Depending on the housing development, residents' concerns ranged from gang activity to non-residents gaining access to the property. Each development proposed security measures that attempt to accommodate their residents concerns.

The sample of residents who were interviewed was drawn from management lists of current residents. The management also recommended several residents (or, in the case of The Pines, community members) who they thought would make good interviewers for the project. The evaluation team contacted those residents and trained them accordingly.

Videotaping. In the early fall of 1997, the evaluation team, accompanied by a property manager or janitor, videotaped the exterior and surrounding areas of each development. The videotaping documented the conditions and types of security measures existing at each property before the implementation of security changes. The managers and janitors who walked around the property with the evaluation team provided great insight about the apartment buildings and surrounding neighborhoods. The evaluation team learned about enduring issues and recent problems that each development has confronted. As the security changes are implemented, and at the end of the evaluation process, each complex will be revisited. Changes will be documented and coded, and the evaluation team will assess whether or not the security changes remain functional (for example, are lighting and video cameras intact).

Residential interviews. *Interview training.* Based upon the goals of both SECURE and CURL to include the community in the research process, the evaluation team trained six residents and two community members in face-to-face interviewing. The training session took place on September 10, 1997 at CURL. The session covered topics such as interviewing techniques and appropriate use of the survey instrument. All of the interviewers spoke English, and four of them were bilingual in either Spanish, Russian, or Korean. There were two interviewers for each development. The training manual used at the session is included in the appendices of this report.

The survey design. The survey instrument consisted of 105 items. Approximately a third of the questions were open-ended. Due to the varying ethnic backgrounds of the respondents, versions of the survey were written in English, Spanish, Russian, and Korean. The interviewers translated all of the responses into English. The survey was structured to provide information about residents sense of security, perceptions and fear of crime, and the presence of crime prevention activities in the areas (e.g., neighborhood watch groups). It was divided into five main sections that included sense of security, perceived criminal activity, victimization, crime prevention activities, and demographics. The survey also measured the amount of interaction that occurs among the residents, as well as their awareness of crimes in and around the properties. A survey and interviewing guide are included in the appendices.

The interview process. An initial sample of 300 residents was drawn; however, because of time constraints, respondent concerns and a lack of interviewers in one complex, only 209 interviews were completed. There were forty-eight, eighty-five, thirty-three, and forty-three interviews completed at the Pines, Northpoint, Diversey Square, and Park Apartments respectively. The interviews averaged forty minutes in length and took place in the residents apartments. The respondents were assured confidentiality and could stop the interview at any time. They were also told that they did not have to answer any questions that made them feel uncomfortable and

they could call CURL if they had any concerns about the survey. The interviewers informed the residents that they would need to be interviewed again in about seven months in order to conclude the study. Overall, the majority of the residents was very cooperative and agreed to participate in the survey.

Data entry. Three of the interviewers expressed interest in learning data entry after the interviewing stage. The evaluation team held a data entry training session at CURL on November 5, 1997. The interviewers were trained in data entry, using computers at CURL to complete the task. The evaluation team, together with the interviewers, completed data entry within about two weeks.

Analysis of Crime Geography

Levels of police-recorded burglary, vandalism, robbery, and drug-related incidents for each of the four developments were documented and analyzed using a Geographic Information System (GIS). The crime maps revealed the number of reported incidents that occurred at a particular address since January 1, 1997. The crime maps enabled the evaluation team to know the types of crimes most prevalent within each of the developments and in their surrounding communities.

In the second half of the study, the evaluation team will re-map each development to determine if the security improvements had an impact on the amount of crime in and around each project. This comparison, along with a companion time-series analysis, will allow the evaluation team to recognize any changes or fluctuations in crime levels.

The Four Developments

Our interviews with management, the demographic breakdowns supplied by IHDA, and our pre-test videotaping revealed four demographically different but physically similar complexes in four very different neighborhoods. However, the proposed security changes in the four developments were very similar, consisting mostly of target hardening with improved locking systems and doors, video cameras, and better lighting.

All four complexes consist of multiple renovated buildings embedded in, rather than isolated from, the surrounding neighborhood. Most of the buildings were three story walk-ups, many with courtyards. The Pines also included mid-rise elevator buildings supplying housing to the elderly. All four developments are within short walking distance of a rapid transit station.

Diversey Square, The Pines, and Northpoint have been subsidized housing for many years. Some residents of these complexes have lived in them for ten or more years, and vacancies are few. Prior to its rehabilitation two years ago, Park apartments had been semi-abandoned. No resident has lived in the development for more than two years. Vacancies and turnovers are high. Turnover in management is also a problem; in the first three months of our evaluation, the complex had three onsite managers.

The Hispanic Housing Development Corporation is rightfully proud of its many resident and community activities including programs for both children and adults. The management was busy planing “Taste of Diversey” the day of our first meeting. While in previous years, Northpoint sponsored many community and educational programs, these are less active today; however, there is still an adult education program and some programs for children. There are some community programs at the Pines, but organizing them is very difficult because of the age structure and ethnic diversity of its residents. Park Apartments has no community or resident programs.

Diversey Square

The Hispanic neighborhood around Diversey Square is rapidly gentrifying with many buildings being converted into condominiums. The management clearly identifies and differentiates the complex with flagpole banners and similar entry gates and lighting for each courtyard building. There is excellent shopping along Milwaukee Avenue and in Logan Square, only one block away. The neighborhood has an obvious problem with gangs—the night before we were videotaping, two buildings had been tagged with gang graffiti. In September 1997, the complex had 241 units (one vacant) and 511 residents (2.13 per household). Seventy-seven percent of the household heads are Hispanic, and thirty four percent are over age 60. Seventy-three percent earn less than $11,000 per year.

The Pines of Edgewater

The area around The Pines has also had many condominium conversions in the last few years, but still has a significant problem with drug dealing. There are several drug rehabilitation centers nearby, and shortly before our videotaping, a building adjacent to elderly housing at the Pines was identified by the police under public nuisance laws. The area around the northernmost building at the Pines is especially problematic, with relatively high levels of drug dealing, prostitution, and gang crime. Pine trees identify each of the buildings in the development, but ownership is much less clear than the banners and gates of Diversey Square. While many of the residents are elderly, there are some units for larger families in walk-ups. In September 1997, the complex had 214 units (none vacant) and 408 residents (1.9 residents per household). The Pines residents are racially and ethnically diverse. Fifty-three percent of the household heads are white, thirty-two percent are Black, and fifteen percent are Asian (mostly Korean). Many of the elderly residents do not speak English, and fifty-three percent are over age 60. Eighty-seven percent earn less than $11,000 per year.

Northpoint

The north of Howard neighborhood of Northpoint has been deteriorating for many years, most recently with the collapse of People’s Housing, another apartment management company. Its near suburban location is unfortunately very attractive to drug dealers—we saw several during the videotaping. Shopping is limited in the area and a nearby strip mall that includes an adult bookstore, a pawnshop, and an adult video shop probably contributes to the crime problem in the

neighborhood. However, a new shopping complex is being built adjacent to the area, and residents feel their homes may be threatened by the project. During the interviewing period, a report was produced for the alderman that recommended the replacement of several neighborhood buildings with an expanded park. In September 1997, the complex had 304 units (one vacant) and 673 residents (2.2 residents per household). Northpoint s residents are mostly Black (87% of household heads), but twelve percent of the household heads are white, and seven percent are Hispanic (either white or Black). Twenty-five percent are over age 60. Seventy-nine percent earn less than $11,000 per year.

Park Apartments

Park Apartments consists of three adjacent buildings on Garfield Boulevard and one courtyard building some distance away. Many of the apartments have three or four bedrooms and are designated for large families. The neighborhood has many vacant lots and abandoned buildings, with very little shopping and few signs of rebuilding. On the day that we were videotaping, almost every entry door and gate in the three-building complex was broken, allowing free access, and the back fence that separated the complex from the surrounding neighborhood had also collapsed. In September 1997, the complex had 120 units (thirteen vacant) and 353 residents (3.3 residents per household).[1] Park's residents are almost entirely Black (99% of household heads). Only eight percent of household heads are over age 60. Reflecting a complex where some rents were at market rates, thirty-one percent earn less than $11,000 per year and twenty-six percent earn over $22,000.

Survey Analysis

Interpretation of the data. Analysis of the data revealed both similarities and significant differences between the four properties. In some respects, residents in all of the properties have similar concerns about crime and safety. However, the varying security arrangements and neighborhood conditions at each location result in some concerns that are unique to each development.

Overall results. The first section of the survey deals with feelings of safety and perception of problems at three different geographic levels--apartment, property, and neighborhood. Some of the survey items deal with respondents concerns about their individual apartments (a private domain), some deal with safety on the grounds of the property (semi-public) and in the

[1] These are reported numbers; from our interviewers experience, we estimate that at least 25% of the apartments were vacant.

immediate surrounding area (public), and some questions focus on the neighborhood as a whole. By examining these three different levels, we can specifically identify residents concerns.[2]

Respondents satisfaction with the places where they live was fairly high overall. Sixty percent (60%) of respondents said they were at least somewhat satisfied with the neighborhood in which they live. By contrast, 89% expressed the same degree of satisfaction with their property. Significant differences in satisfaction between residents of different properties will be discussed below. **For more detailed cross-tabular results, see the Appendix.**

Feelings of safety differed greatly at the apartment, property, and neighborhood levels. When asked about feelings of safety inside their apartments, the vast majority of residents (90%) said they felt at least somewhat safe during the day, and 77% felt equally safe in their homes at night. Feelings of safety in and around the properties during the day were relatively high, with 80% of respondents reporting that they feel somewhat safe or very safe in these areas during the day. At night, however, only 44% of respondents reported feeling the same level of safety around the property. Seventy-three percent (73%) of respondents reported feeling safe in their neighborhood during the day, while only 35% felt this same level of safety in the neighborhood at night. A number of respondents (44%) reported that they avoid certain areas in their neighborhood for fear of crime, and a few said they simply don't go out at night.

Becoming a victim of crime, and learning about crimes committed in or near one's place of residence, both contribute to a person's fear of crime. A very small number of respondents (12%) reported that they had personally been victims of a crime since January 1, 1997. With such a small number of victimizations, it is impossible to tell if the slight differences between the properties are significant. About a third of respondents said that they knew of crimes that had happened to others in or near their property. Again, differences between the properties will be discussed below.

The Pines of Edgewater. At the Pines, 89% of the respondents indicated that they were somewhat or very satisfied with living in the property. Their satisfaction level with the neighborhood was slightly lower at 79%. Safety is clearly an issue for residents of the Pines. Sixty-six percent said they feel very safe in their apartments during the day; only 34% said they feel very safe around the property during the day, and a mere 20% feel very safe in the neighborhood during the day. Many residents (42%) indicated that either they feel very unsafe leaving the Pines at night or that they simply don't go out at all. Twenty-two percent of Pines residents feel very unsafe in the neighborhood at night, and even more (49%) said they simply don't venture into the neighborhood at night. Also, 64% told us they avoid certain areas in the neighborhood due to fear of crime. This level of insecurity is undoubtedly due in part to the large proportion of elderly people living at the Pines.

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[2] This division is derived from Oscar Newman's concept of Defensible Space as presented in his most recent work: *Creating Defensible Space*, U.S. Department of Housing and Urban Development, Office of Policy Research, Washington, April 1996.

Twelve percent of respondents at the Pines reported being victims of crime since January 1, 1997 the same percentage as the overall sample. Only 21% knew of other victimizations in or near the Pines during this same period. Of all the properties, respondents at the Pines had the lowest levels of perceived problems within the property and in the immediate surrounding area. However, many Pines residents did perceive some problems around the Pines with people just hanging out (37%) and with intruders (33%). Proposed security changes attempt to address these problems. These data suggest that residents of the Pines do not perceive a high level of crime in or around the property itself, but see the problems residing in the neighborhood.

Northpoint. Residents of Northpoint reported a significant amount of dissatisfaction with their neighborhood 60% said they were somewhat or very dissatisfied with the neighborhood as a place to live. By contrast, 80% said they were very satisfied' with the property as a place to live the most positive response of the four properties.

An overwhelming 96% of respondents at Northpoint said they felt somewhat or very safe in their apartments during the day. Eighty-two percent said they felt safe around the property during the day, and 74% felt safe in the neighborhood during the day. While 77% said they felt safe in their apartment at night, only 45% felt safe around the property at night, and only 30% felt safe in the neighborhood at night. Many of the respondents at Northpoint (57%) indicated that they avoid certain areas in the neighborhood for fear of crime this is consistent with our geographic analysis of crime, which indicates several hot spots in the area.

Northpoint residents perceive a relatively moderate level of problems with the property, but perceive more problems in the immediate area around their property than residents at any of the other three developments. However, only 9% of Northpoint residents reported having been personally victimized in 1997, and 24% had knowledge of other crimes committed in or near Northpoint during this year. The area around Northpoint is notorious as a drug market. It is not surprising that residents identified gang activity, drug selling, and drug use as problems around the property.

Diversey Square. Respondents at Diversey Square rated their satisfaction with both the neighborhood and the property very high 76% were somewhat or very satisfied with the neighborhood, and 94% expressed the same degree of satisfaction with the property. Diversey Square is the only development where *none* of the respondents said they were very dissatisfied' with either their property or neighborhood. Some of this satisfaction," however, may be due to the fact that one of the interviewers at Diversey was a member of the management staff respondents may have simply given the most socially desirable response.

However, the level of concern with safety at Diversey Square is very similar to that at Northpoint. During the day, the vast majority (94%) at Diversey feels safe in their apartments, 82% feel safe around the property, and 76% feel safe in the neighborhood. At night, 79% feel safe in their apartments, 47% feel safe around the property, and 47% feel safe in the neighborhood. Sixty-one percent of Diversey Square respondents said they avoid certain areas in the neighborhood due to fear of crime.

Despite reporting a high level of satisfaction with the property, respondents at Diversey indicated the highest level of perceived problems in the property relative to The Pines, Northpoint, and Park. Diversey residents perceived a moderate level of problems in the immediate surrounding area. Fifteen percent said they had personally been victims of crime during 1997, and 36% said they knew of others who had been victimized in or near Diversey Square notably more than at The Pines or Northpoint.

Many residents perceived a problem with gangs (39%), graffiti (55%), or people just hanging out (61%) at Diversey Square. These results are consistent with our observation and police reports.

Park Apartments. Residents at Park expressed significantly higher fear of crime and perception of problems than any of the other properties. This is most likely due to the troubled neighborhood in which Park Apartments is located.

A mere 3% percent of respondents at Park said they were 'very satisfied' with the neighborhood as a place to live much lower than the other three properties. However, 64% of Park respondents were 'somewhat satisfied' with the neighborhood. The same pattern appears with respect to property satisfaction. Again only 3% said they were very satisfied with the property, but 78% were somewhat satisfied. It may be that those who live in Park are able to deal with that kind of environment.

Similar patterns appear in the responses to questions about safety. Only thirteen percent of Park respondents said they felt 'very safe' in their apartments during the day, while between sixty-six and sixty-nine percent of respondents at each of the other three properties felt this same level of safety. However, 67% of Park respondents did say they felt 'somewhat safe' in their apartment during the day, and 73% felt the same level of safety in the neighborhood during the day. Again, those who live at Park are those who can cope with such a neighborhood.

The pattern is the same for safety at night. While a fair number of Park residents report feeling 'somewhat safe' at night in their apartments, in the property, and in the neighborhood respectively, very few say they feel 'very safe' in any of these places at night. This contrasts significantly with the other three properties, where at least a moderate number of respondents reported feeling 'very safe' at night.

Another finding unique to Park Apartments relates to whether the respondents avoid certain areas in the neighborhood in order to avoid crime (see Appendix C, question 29). In all the other properties, approximately 60% of respondents said they do avoid certain areas in the neighborhood at least some of the time. At Park, only 33% of respondents said they avoid certain areas in the neighborhood. This may seem like a contradiction for residents living in such a troubled area. It may be that the problems in the area are so widespread that there are no specific 'danger spots' to avoid.

Surprisingly, respondents at Park did not perceive significantly more problems within their property or in the immediate area than any of the other developments. Nor did residents of Park report a higher level of personal victimization (e.g. robbery or purse snatching) overall. However, knowledge of other victimizations in or near the property was quite high 60% said they knew of others who had been victimized in or near Park since January 1, 1997. More specifically, break-ins were a big concern. Of those respondents who said they knew of crimes occurring in or near the property, *all of them* mentioned break-ins (some had heard about other crimes as well). Further, 18% of respondents at Park reported that they had personally been victims of one or more break-ins, a significantly higher percentage than any of the other properties. These perceptions mirror our observation of Park and police records.

Uniquely, gun shots were perceived to be a major problem around Park Apartments (60%). Residents preferred apartments in the rear of courtyards as a protection against random shootings.

Geographic Analysis: Police Reported Incidents

While residents surveys describe fear, victimization, and perceptions of crime, police records of crime represent decisions by victims to notify the police, and decisions by police to record the incident. Thus, crimes are doubly filtered and underestimate the true level of crime, yet police reports are a public measure of the crime problem. Linking geographic databases of the four complexes and of police-recorded incidents of crime (between 50,000 and 60,000 per month), the CURL research team was able to derive rates of police-recorded crime per unit occurring within each of the four complexes for the twenty months immediately preceding the evaluation.[3]

Clearly, the police-recorded crime problem at Park Apartments (Chart One) is very different than at the other three complexes. Not surprisingly, given the essentially open access to Park that we observed during our video-tapping, rates of burglary (34.17 per 100 units) and vandalism (16.67 per 100 units) are far higher than the other complexes. Differences in police recorded rates of burglary and vandalism in the other three complexes were small. The management and tenants were apparently able to protect themselves from these crimes. The risk of robbery was low inside all the complexes. Drug-related incidents occurred in all four complexes; however, the level of these was lower at Diversey Square. According to Diversey Square's management, when a drug-related crime becomes known, the tenant's lease is revoked.

Incidents of police-recorded crime are so low within Diversey Square and The Pines that it is unlikely that any changes in security could significantly reduce them. They may go up, but they

[3]Crimes known to the police were supplied for the evaluation of CAPS by the Chicago Police Department. However, this paper reflects the work and opinion of CURL staff and not of the Chicago Police Department or the CAPS evaluation team.

are unlikely to go down. However, the remarkably high levels of burglary and vandalism at Park and the lower levels at Northpoint may be reduced by the changes funded by SECURE.

Maps One through Four examine patterns of drug crimes and burglary around the complexes for the eight months immediately preceding the start of evaluation. The maps demonstrate three possibilities.[4]

1. There is not much crime in either the complex or its surrounding neighborhood.

2. Crime is high in the surrounding neighborhood, but not in the complex. The complex is isolated from the neighborhood's problems.

3. Crime is high both in the surrounding neighborhood and in the complex. The complex reflects the high level of crime in the neighborhood.

In each map, IHDA complexes are represented by circles and crimes are represented by icons that vary in size by the number of incidents at an address. Maps One and Two represent drug crimes in and nearby The Pines and Diversey Square. During 1997, many police recorded drug crimes occurred along Winthrop, Bryn Mawr, and Thorndale. The northernmost Pines property was in the heart of an area of serious drug dealing. However, few incidents of drug crime were recorded at the property. Pines management and residents were able to isolate themselves from the drug dealing going on around them. To a lesser extent, high levels of drug crimes in the communities surrounding Park and Northpoint were not reflected in incidents within the IHDA properties. In contrast, near Diversey Square there are very few drug crimes. The low level of drug-related incidents in the complex reflects a community in which few such incidents occur.

Maps Three and Four represent burglaries in and nearby Park Apartments and Northpoint. A large number of burglaries occur both at the Park Apartments and in the surrounding community. The high level of community burglary is especially remarkable because of the relatively scarcity of occupied buildings. Park and other occupied buildings become attractors for victimization. The main buildings of Park Apartments are only four blocks from Robert Taylor Homes (the brown area) each of which has many reported burglaries. The apartments in Northpoint represent two possibilities. Despite a relatively high level of burglary in the surrounding neighborhood, most of the Northpoint buildings had no burglaries. However, a few buildings had several. It would be useful to investigate what differentiated crime risk in the walk-up on Juneway west of Paulina from the other Northpoint buildings.

[4]The fourth possibility, that crime is high in the complex and low in the neighborhood (e.g. a crack house) is fortunately not represented here.

Future Objectives

For the final evaluation, the CURL evaluation team plans to continue the same methodologies that have been described in this report. An attempt will be made to interview the same respondents in approximately seven months to determine if the security improvements have altered their perceptions of crime and safety. The evaluation team will also videotape the housing developments again to ensure that the security improvements were implemented. Crime maps indicating the number of incidences occurring from January 1, 1998 to the close of the project will be compared with the maps of 1997. Thus, any trend or change in crime rates among the properties can be detected. Overall, the second round of data will provide conclusive information regarding the effectiveness of the SECURE Program. If the findings of the survey, geographical analysis and videotaping are positive, a powerful case can be made for the success of the program.

Conclusion

In general, the four measures of crime used in this research concurred. Where survey respondents perceive drugs as a problem, management recognizes the problem, we observed drug dealers when videotaping, and police reports indicate that drug crimes are frequent. Break-ins are a major problem at Park Apartments. Residents know that they are a big problem, the police record many break-ins, management realized the problem in their security plan, and our videotaping reveals a complex that is mostly open to intruders. On the other hand, although few respondents perceive drugs to be a problem at Diversey Square, they do recognize that gangs are a problem. Police records indicate little drug activity around the complex. Our videotaping recorded some very recent gang activity.

The four complexes funded by the SECURE program are very different, but each has a serious crime problem. For the most part, the greatest problems for management and residents of the complex are to keep neighborhood crime and disorder from intruding in the development. In two, The Pines and Diversey Square, levels of police-recorded crime are so low that they are unlikely to be reduced further by SECURE. At Northpoint they may be reduced, but any improvement in safety resulting from SECURE may be submerged by changes in the community. In the fourth, Park, crime frequently intrudes. In this complex, crime prevention must begin by protecting the development from the dangers of the surrounding neighborhood.

Neighborhood Satisfaction* Apartment Complex

% within Apartment Complex

Neighborhood Satisfaction	Apartment Complex				Total
	Pines	Northpoint	Diversey Square	Park Apts.	
Very Satisfied	25.5%	17.1%	33.3%	2.6%	18.9%
Somewhat Satisfied	53.2%	23.2%	42.4%	64.1%	41.3%
Somewhat Dissatisfied	10.6%	23.2%	24.2%	20.5%	19.9%
Very Dissatisfied	10.6%	36.6%		12.8%	19.9%
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Satisfaction with Property* Apartment Complex Crosstabulation

% within Apartment Complex

Satisfaction with Property	Apartment Complex				Total
	Pines	Northpoint	Diversey Square	Park Apts.	
Very Satisfied	37.8%	80.0%	69.7%	2.8%	54.1%
Somewhat Satisfied	51.1%	11.3%	24.2%	77.8%	35.1%
Somewhat Dissatisfied	8.9%	5.0%	6.1%	11.1%	7.2%
Very Dissatisfied	2.2%	3.8%		8.3%	3.6%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Daytime Safety in Apartment* Apartment Complex Crosstabulation

% within Apartment Complex

Daytime Safety in Apartment	Apartment Complex				Total
	Pines	Northpoint	Diversey Square	Park Apts.	
Very Safe	66.0%	68.7%	66.7%	12.8%	56.9%
Somewhat Safe	19.1%	27.7%	27.3%	66.7%	33.2%
Somewhat Unsafe	10.6%	2.4%	3.0%	12.8%	6.4%
Very Unsafe	4.3%	1.2%	3.0%	7.7%	3.5%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Daytime Safety in Property* Apartment Complex Crosstabulation

% within Apartment Complex

Daytime Safety in Property	Apartment Complex				Total
	Pines	Northpoint	Diversey Square	Park Apts.	
Very Safe	34.0%	29.3%	33.3%	7.9%	27.0%
Somewhat Safe	53.2%	52.4%	48.5%	57.9%	53.0%
Somewhat Unsafe	4.3%	14.6%	12.1%	23.7%	13.5%
Very Unsafe	8.5%	3.7%	6.1%	10.5%	6.5%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Daytime Safety in Neighborhood* Apartment Complex Crosstabulation

% within Apartment Complex

Daytime Safety in Neighborhood	Apartment Complex				Total
	Pines	Northpoint	Diversey Square	Park Apts.	
Very Safe	19.6%	19.5%	30.3%	8.1%	19.2%
Somewhat Safe	50.0%	54.9%	45.5%	64.9%	54.0%
Somewhat Unsafe	15.2%	15.9%	12.1%	16.2%	15.2%
Very Unsafe	15.2%	9.8%	12.1%	10.8%	11.6%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Nighttime Safety in Apartment* Apartment Complex Crosstabulation

% within Apartment Complex

Nighttime Safety in Apartment	Apartment Complex				Total
	Pines	Northpoint	Diversey Square	Park Apts.	
Very Safe	53.2%	45.8%	42.4%	10.0%	39.9%
Somewhat Safe	31.9%	31.3%	36.4%	57.5%	37.4%
Somewhat Unsafe	6.4%	18.1%	15.2%	17.5%	14.8%
Very Unsafe	8.5%	4.8%	6.1%	15.0%	7.9%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Nighttime Safety in Property* Apartment Complex Crosstabulation

% within Apartment Complex

Nighttime Safety in Property	Apartment Complex				Total
	Pines	Northpoint	Diversey Square	Park Apts.	
Very Safe	17.8%	13.3%	15.6%	8.1%	13.7%
Somewhat Safe	20.0%	31.3%	31.3%	40.5%	30.5%
Somewhat Unsafe	20.0%	15.7%	21.9%	21.6%	18.8%
Very Unsafe	15.6%	25.3%	21.9%	13.5%	20.3%
Don't Go Out at Night	26.7%	14.5%	9.4%	16.2%	16.8%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Nighttime Safety in Neighborhood* Apartment Complex Crosstabulation

% within Apartment Complex

Nighttime Safety in Neighborhood	Apartment Complex				Total
	Pines	Northpoint	Diversey Square	Park Apts.	
Very Safe	4.4%	6.0%	9.4%	8.3%	6.6%
Somewhat Safe	13.3%	24.1%	37.5%	47.2%	28.1%
Somewhat Unsafe	11.1%	20.5%	21.9%	22.2%	18.9%
Very Unsafe	22.2%	34.9%	25.0%	8.3%	25.5%
Don't Go Out at Night	48.9%	14.5%	6.3%	13.9%	20.9%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Appendix A: Project Participants

Evaluation Team

Dr. Richard Block
David Katz
Laura Herrin
Craig Lund

Community/Resident Interviewers

Jennifer Denson
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Appendix B: Interviewer Training Manual

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I. Description of the Project

The Illinois Housing Development Authority (IHDA) in conjunction with Loyola University's Center for Urban Research and Learning (CURL) has designed a project to evaluate residential security in four Chicago housing developments (The Pines, Northpoint, Park Apartments, and Diversey Square). IHDA is giving money to each development to increase security in and around the building. Items such as locks and lighting will be installed at the different complexes.

We have written a survey to measure how safe people feel in and around their apartment building. The survey will be administered twice--before the security changes are made and after. It will be given through face-to-face interviews at the residents' homes or in the building's management office. You will attempt to re-interview all the initial respondents in order to ensure that those who have moved did not leave for fear of crime in the development. The interviews will consist of some "yes/no" questions, but a greater emphasis will be placed on the open responses of the residents.

The sample of residents who are interviewed will be randomly chosen by the research team. You will be assigned a list of apartments for interviewing and we will tell you how to choose the respondents. About half of the residents in each development will be interviewed.

There will be a period of about eight months between the first and second interview; therefore, the final results of the project will not be available until July of 1998. You are responsible for keeping track of your sample of residents so that you can interview the same people again in about eight months. The primary purpose of the second interview is to see if the residents feel safer in and around their apartment building after certain security changes have been made.

II. Interviewing Techniques and Guidelines

Preparing for the Interview

You should review and read the survey several times prior to the interviews. The interview should flow like a "conversation" such that there are not long pauses between the questions. Before you begin interviewing, you should basically know what the questions ask and the order they are listed, but you must ask the questions exactly as written. Any questions regarding the survey or the interview procedure should be asked before the interviewing process. Please contact David Katz or Laura Herrin at (312) 915-7531 if you have any questions. Extra materials, such as introductory and fallback statements and prompt cards, must be organized in advance for easy access.

Beginning the Interview

The most important step of the interview process is gaining cooperation from the respondents. Cooperation can be gained by convincing the respondents that the survey is important and will

help make their apartment building a safer place to live. You should always be polite, friendly, and professional in order to gain cooperation from the respondents. Table 1 gives possible responses to respondents who refuse or hesitate to participate in the interview.

Table 1

Refusal/Excuse	Response
Too busy	This should only take a few minutes. Sorry to have caught you at a bad time. I would be happy to come back. When would be a good time to come by in the next day or two?
Bad health	I'm sorry to hear that. I would be happy to come back in a day or two. Would that be OK?
Too old	Older person's opinions are just as important in this survey as anyone else's. For the results to be useful, we have to be sure that older people have as much chance to give their opinion as anyone else does. We really want your ideas.
Feel inadequate	The questions are not difficult at all. There are no right or wrong answers. We are concerned about how you feel rather than how much you know about certain things. Maybe I could read just a few questions to you so you can see what they are like. You can stop the interview any time you like.
Not interested	It's very important that we get the opinions of everyone in the sample. Otherwise, we won't know how people feel about crime and safety in your building. So, I'd really like to talk with you.
No one's business	I can certainly understand. That's why all of our interviews are confidential. Protecting people's privacy is one of our major concerns, so we do not put people's names on the interview forms. All of the results are reported in such a way that no individual can be linked with any answer. Management will not see the survey.
Objects to survey	The questions in this survey are ones that Loyola University really needs answers in order to know about crime and safety in your building and we think your opinions are important.

Asking the Questions

It is very important that the interviewer maintain a neutral attitude during the interview. A neutral attitude is one that does not show criticism, surprise, approval, or disapproval of anything the respondent says, or of anything written in the survey. The main point is to refrain from any behaviors (verbal or nonverbal) that could influence how the respondent answers the questions. The questions should be asked in the exact order and wording as written. The purpose of this is so each respondent hears the same questions; thus, the respondents' answers can be more accurately comparable.

Prompts: Prompts are predetermined statements to be used when respondents seem confused or unclear about how to answer a question. For example, when asked how safe from crime does the respondent feel around the property during the day, the respondent may need to be prompted with "the halls, stairways, common areas, right outside the building." Prompts are printed on the survey near the item they support. They are read exactly as written.

Probing: Probing is used to obtain more information from the respondents. It is used when the respondents seem to have more to say or when the respondents' answers are unclear, irrelevant, or incomplete. The following are some examples of interview probes.

> *Show Interest.* An expression of interest and understanding, such as "uh-huh," "I see," and "yes," conveys the message that the response has been heard and more is expected.
>
> *Pause*. Silence can tell a respondent that you are waiting to hear more.
>
> *Repeat the Question.* This can help a respondent who has not understood, misinterpreted, or strayed from the question to get back on track.
>
> *Repeat the Reply*. This can stimulate the respondent to say more, or notice an inaccuracy in the response he/she gave.

Other ways to probe a respondent are by asking a neutral question in order to get a more accurate and complete answer.

For Clarification:	"What do you mean exactly?" "Could you please explain that?"
For Specificity:	"Could you be more specific about that?" "Tell me about that. What, who, how, why?"
For Relevance:	"I see. Well, let me ask you again" (REPEAT QUESTION AS WRITTEN)
For Completeness:	"What else?" "Can you think of an example?" "That's very interesting. Can you tell me more?"

If a respondent is speaking to quickly, kindly ask him/her to slow down so that you can write down the answer accurately.

Probes should always be neutral. Do no probe with an opinionated or argumentative statement and NEVER argue with the respondent. Also, you should NEVER put words in the respondent's mouth. It is better to politely ask for more specific information than make any assumptions about the respondent's answer.

Ending the Interview

You should be very gracious and thank the respondents for their time and cooperation, and reinforce the important role they have played by participating in the interview. If the respondents wants you to stay and talk, simply remind them that you have several other interviews still to do. And if the respondents have any questions regarding the study, tell them that they can call David Katz or Laura Herrin at the Center for Urban Research and Learning at (312) 915-7531 and that they will be happy to address any issues or concerns they have about the interview.

You should tell the respondents that you will need to come back in about eight months to do the interview again. If the respondents claim that they will have moved by then, you should ask the respondents how they can be contacted.

III. The Interviewers' Responsibilities

Contacting Respondents

Residents will be notified by the building management and Loyola University that someone will be coming by to interview them about security in and around the building. It is best *not* to call the respondent before going to their home because sometimes people will purposely leave their apartment or not answer the door. Therefore, you should just stop by the apartments of the residents you are assigned to interview. If you need to come back to do the interview at another time, then you can call the respondent and make an appointment to do the interview. The following guidelines apply:

1. The interviews should only be with people who have lived in the building for at least **6 months**. If the respondent has not lived in the building for at least 6 months, thank the respondent and do not conduct the interview.

2. In order to give every adult a chance to be interviewed for the study, the person who has had the **most recent birthday** AND is at least **18 years old** should be the person interviewed. If the person who fits this description is not home, ask whoever answers the door when would be the best time to come back and speak with that person.

3. If no one is home, the interviewer should come back at another time, preferably at a different day and time to increase the chance of someone being available.

4. If **6** attempts are made to do an interview at a certain apartment, but an interview is never completed, you will be given another apartment to interview.

Field Contact Record

A field contact record is used to keep track of the interviews. The form is used to document contact attempts and how they turned out (e.g., respondent not home vs. interview completed) and the amount of time each interview took. Each interview should be documented on the contact record. The following is an example of a field contact record.

Date	Name of Complex	Apartment Number	Interview Start Time	Interview End Time	Outcome

CI = Completed Interview RF = Refusal

NH = Not Home CB = Come Back

Confidentiality

Confidentiality is extremely important. The names of the respondents should not be anywhere on the survey. You should not discuss any of the results during or after completing the survey. Since you live in the same building as the respondents, it is very <u>important</u> that you do not talk about the surveys with anyone. If residents find out that the surveys are being discussed, they may not participate in the survey.

How to Use the Survey

Read the questions <u>exactly</u> as written. Instructions to you are in *italics*. Italicized portions should <u>not</u> be read to the respondents. Prompts are printed in **bold** face. Read them exactly as printed if the respondents seem unclear about answering the questions. Whenever the word "PROPERTY" appears in bold print and in parentheses, insert the name of the housing complex when reading the question aloud. For example, question #6 reads "How long have you been living in (**PROPERTY)**?" The interviewer should insert the name of the property and read the question as "How long have you been living in Diversey Square?" (or Northpoint, Park Apartments, or The Pines depending on where the interview is taking place).

Skip Patterns: Some questions depend on the answers of the previous questions. For example, question #82 reads "Is there a neighborhood watch for this area?" The next question, #83, reads "IF YES ® Do you or does anyone you know participate?" If the answer to #82 is "NO" or "DON'T KNOW," then you SKIP QUESTION #83 and move on to question #84.

Prompt Cards: Prompt cards are a visual aid for the respondents to look at when answering certain questions. They contain a list of crimes that the respondents think happen the most in or

around their building. Questions #36 and #42 require prompt cards. The card is given to the respondents when they are asked in question #36 “Which two problems happen the most in your building?” and in question #42 “Which two problems happen the most right outside your building?”

Recording Information on the Survey: Write clearly, neatly, and legibly. For questions which have a list of responses, circle the number next to the response given. Answers to open-ended questions must be written exactly. Do not paraphrase, summarize, or shorten the respondents’ answers. If you need more space for writing the open-ended responses, use the back of the survey and make sure that you identify the number of the question.

Editing the Survey

Editing is proofreading the completed survey to find and correct errors, clarify handwriting, and add notes. You should go back and edit each survey at the end of the day you interview. Every survey should be edited before turning it in and a reviewer will do a second edit. If errors or incomplete sections are found, you will be asked to make corrections and possibly go back to the respondents to fill in missing information.

Translation: If an interview was NOT done in English, you should translate all of the open-ended responses into English on a separate survey. Then attach the two surveys together.

Control Sheet: A control sheet is used to record when an interview is completed, edited, and ready to be entered into the computer. The following is an example of the layout of a control sheet.

STATUS	DATE	SIGNATURE
Interview completed	_____	_____
Edit Complete	_____	_____
Corrections Complete	_____	_____
Data Entry Complete	_____	_____ ® FILE

Once the interview is complete, the interviewer dates and signs the first line. When a reviewer has finished editing the survey, the second line is dated and signed, and the survey is given back to the interviewer for corrections if necessary. On completion of corrections, the interviewer signs again, and the survey is ready for the data entry process. Once the data are entered, the survey may be filed.

Completed Interviews

All surveys must be completed, edited, and ready for data entry by **Monday, October 6,** 1997. This deadline is extremely important so please have all of your interviews completed by then. One interviewer from each complex will be responsible for bringing the surveys to the CURL office or to Dr. Block's mailbox at the end of <u>each</u> week. Dr. Block's mailbox is located at Loyola's lake shore campus on the 9th floor of Damen Hall (Damen Hall is located just north of Sheridan and Winthrop). PLEASE DO NOT MAIL THE SURVEYS. The designated interviewer will be reimbursed for any transportation costs.

Data Entry

After the first round of interviews are completed, we will train and pay you for data entry. This process must be done after each round of interviews in order to analyze the results.

Payment

You will be paid bi-weekly. The first paycheck may take three weeks because of paper work, but after that you will be paid ever other week. You will be paid $5 per "substantially" completed interview. You will also be paid $10 per hour for training sessions. Loyola can mail you your paycheck or you can pick it up at CURL. CURL is open 9AM to 5PM, Monday through Friday.

Resident Survey

Center for Urban Research and Learning
Loyola University Chicago

1. CASE ID # _____

2. PROPERTY (CIRCLE ONE): 1 PINES 2 NORTHPOINT 3 DIVERSEY SQ 4 PARK

3. Building Address :_____

4. Apartment Number: _____

5. Interviewer: _____

RECORD CONTACT ATTEMPTS BELOW:

Date	Time	Notes
__ / __ / __	___ : ___	_____
__ / __ / __	___ : ___	_____
__ / __ / __	___ : ___	_____
__ / __ / __	___ : ___	_____
__ / __ / __	___ : ___	_____
__ / __ / __	___ : ___	_____

STATUS	DATE	SIGNATURE
Interview Complete	_____	_____
Edit Complete	_____	_____
Corrections Complete	_____	_____
Data Entry Complete	_____	_____ FILE

Introduction

Hello my name is (**NAME**), and I'm working with Loyola University to find out what people think about crime and safety around (**PROPERTY**) and three other apartment complexes. (**PROPERTY**) is about to make some changes in safety and security and before they do, we want to see how the residents feel about their apartment and neighborhood. We chose your apartment to ask some questions about living in (**PROPERTY)**. None of the questions are the result of anything that has happened at (**PROPERTY**). We want to talk to people who have been living here a while. *IF RESPONDENT IS HESITANT, USE FALLBACK STATEMENTS.*

6. How long have you been living in (**PROPERTY**)? _____ months years (*CIRCLE ONE*)

IF RESPONDENT IS UNSURE, PROBE: Has it been more than 6 months?

IF LESS THAN 6 MONTHS OR IF RESPONDENT REFUSES TO ANSWER, THANK RESPONDENT AND STOP HERE

We need to be sure we give every adult a chance to be interviewed for this study. Thinking only of people 18 or over who live in this apartment, which one had the most recent birthday? _____

IF IT IS THE PERSON YOU'RE TALKING TO, GO TO SECTION **A**

May I speak to _____?

IF PERSON IS NOT HOME "When is a good time to speak to _____?"

Best day / time: _____

USE THIS SAME FORM WHEN YOU RETURN

A) Can I ask you some questions about living in (**PROPERTY**)? None of the questions are the result of anything that has happened at (**PROPERTY**). We just want to know how safe you feel in your apartment and neighborhood. I don't work for the management, and your answers will be kept secret. You don't have to answer any questions you don't want to, and you can stop at any time. The questions will take about half an hour. The building manager knows about the survey—you can call (**him/her**) or you can call David Katz or Laura Herrin at Loyola (312)-915-7531.

7. *Date of Interview*: ___ / ___ / ___ *Start Time:* ___ : ___

8. How long have you lived in this neighborhood?
_____

9. On the whole, how do you feel about this neighborhood as a place to live? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

1 Very Satisfied 3 Somewhat Dissatisfied

2 Somewhat Satisfied 4 Very Dissatisfied

8 Don't Know 9 Refused

10. What is the best thing about living in this neighborhood?
_____
_____
_____

11. What is the worst thing about living in this neighborhood?
_____
_____
_____

12. On the whole, how do you feel about (**PROPERTY**) as a place to live? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

1 Very Satisfied 3 Somewhat Dissatisfied

2 Somewhat Satisfied 4 Very Dissatisfied

8 Don't Know 9 Refused

13. What is the best thing about living in (**PROPERTY**)?
_____
_____
_____

14. What is the worst thing about living in (**PROPERTY**)?
_____
_____
_____

15. How safe from crime do you feel inside your apartment during the day? Do you feel very safe, somewhat safe, somewhat unsafe, or very unsafe?

1 Very Safe 3 Somewhat Unsafe

2 Somewhat Safe 4 Very Unsafe

8 Don't Know 9 Refused

16. How safe from crime do you feel around (**PROPERTY**) during the day? Do you feel very safe, somewhat safe, somewhat unsafe, or very unsafe? (**if needed, prompt—the halls, stairways, common areas, right outside the building, the parking lots, etc**.)

1 Very Safe 3 Somewhat Unsafe

2 Somewhat Safe 4 Very Unsafe

8 Don't Know 9 Refused

17. How safe from crime do you feel in the neighborhood during the day? Do you feel very safe, somewhat safe, somewhat unsafe, or very unsafe?

1 Very Safe 3 Somewhat Unsafe

2 Somewhat Safe 4 Very Unsafe

8 Don't Know 9 Refused

18. How safe from crime do you feel inside your apartment at night? Do you feel very safe, somewhat safe, somewhat unsafe, or very unsafe?

1 Very Safe 3 Somewhat Unsafe

2 Somewhat Safe 4 Very Unsafe

8 Don't Know 9 Refused

19. How safe from crime do you feel around (**PROPERTY**) at night? Do you feel very safe, somewhat safe, somewhat unsafe, or very unsafe?

1 Very Safe 4 Very Unsafe 9 Refused

2 Somewhat Safe 5 Don't Go Out At Night

3 Somewhat Unsafe 8 Don't Know

20. How safe from crime do you feel in the neighborhood at night? Do you feel very safe, somewhat safe, somewhat unsafe, or very unsafe?

1 Very Safe 4 Very Unsafe 9 Refused

2 Somewhat Safe 5 Don't Go Out At Night

3 Somewhat Unsafe 8 Don't Know

Now I'd like to ask about things that may have been done to make your apartment safer from crime

	Yes	No	Don't Know
21. Do you use special locks on the doors or windows?	1	2	8
22. Do you use a burglar alarm?	1	2	8
23. Do you have one or more dogs for protection?	1	2	8
24. Is there a gun kept at home for protection?	1	2	8

25. Is there anything else you have done to make your apartment safer from crime that I have not already mentioned? 1 Yes 2 No 8 Don't Know 9 Refused

26. *IF YES*
What?_____
_____
_____

In order to avoid crime, do you–

	Yes	No	Sometimes
27. Avoid using the bus or the El?	1	2	3
28. Arrange to go out with someone so you will not have to be alone when going somewhere in the neighborhood?	1	2	3
29. Avoid certain areas in the neighborhood?	1	2	3
30. Avoid leaving your apartment?	1	2	3
31. Walk with a dog for protection?	1	2	3
32. Carry mace or other weapon with you when you leave your apartment?	1	2	3
33. Avoid carrying valuables with you when you leave your apartment?	1	2	3

34. How likely is it that you will move out of (**PROPERTY**) within the next year? Will you definitely move, probably move, probably not move, or definitely not move?

1 Definitely 2 Probably 3 Probably Not 4 Definitely Not 8 Don't Know 9 Refused

35. *IF DEFINITELY OR PROBABLY*
Why do you think you will move?

_____
_____

	Big	**Some**	**No**	**Don't Know**	**Refused**
a. People being attacked or robbed in the stairwells, hallways, elevators, and lobby of your building? Is that a big problem, some problem, or no problem?	1	2	3	8	9
b. People selling drugs?	1	2	3	8	9
c. People using drugs?	1	2	3	8	9
d. Young people controlling the building?	1	2	3	8	9
e. People just hanging out?	1	2	3	8	9
f. Gang activity?	1	2	3	8	9
g. Graffiti, that is, writing or painting on the walls?	1	2	3	8	9
h. Shootings and violence?	1	2	3	8	9
i. Rape and other sexual attacks?	1	2	3	8	9
j. People who don't belong in the building getting in?	1	2	3	8	9
k. Broken light bulbs that are not replaced for at least a day?	1	2	3	8	9
l. Trash and junk in the halls and stairwells?	1	2	3	8	9
m. Prostitution?	1	2	3	8	9

36. Now please think about the stairwells, hallways, and common areas of (**PROPERTY**). Tell me whether you think the following things are a big problem, some problem, or no problem in those areas <u>inside your building</u>.:

IF ALL QUESTIONS 36a THROUGH 36n ARE ANSWERED NO, SKIP TO QUESTION 39

HAND RESPONDENT **CARD 1**: I am going to read the list again. Which two problems happen the most in your building? *READ THE LIST, THEN ASK IF IT NEEDS TO BE REPEATED*

(*LIST LETTERS*)

37. _____
38. _____

_____

If respondent wants to list more than two, write the letters on the line above, then repeat "Which two problems happen the most in your building?" *Write the responses into numbers 37 and 38 above.*

39. Is there anything else that makes you worry about crime in this building?

1 Yes 2 No 8 Don't Know 9 Refused

40. *IF YES*
What is that?_____

41. *If something is mentioned* Why is that a problem?
_____
_____
_____
_____
_____

GO ON TO NEXT PAGE

	Big	Some	No	Don't Know	Refused
a. People being attacked or robbed right outside your building? Is that a big problem, some problem, or no problem?	1	2	3	8	9
b. People selling drugs?	1	2	3	8	9
c. People using drugs?	1	2	3	8	9
d. People just hanging out?	1	2	3	8	9
e. Gang activity?	1	2	3	8	9
f. Graffiti, that is, writing or painting on the walls?	1	2	3	8	9
g. Shootings and violence?	1	2	3	8	9
h. Rape and other sexual attacks?	1	2	3	8	9
i. Trash and junk in the parking lots and lawns?	1	2	3	8	9
j. Prostitution?	1	2	3	8	9

42. Now lets go over those activities again, but this time please think about the area right outside your building-- the parking lots, the lawns, the street and sidewalks right outside your building. Please tell me whether you think the following things are a big problem, some problem, or no problem in those areas right outside your building:

IF ALL QUESTIONS 42a THROUGH 42j ARE ANSWERED NO, SKIP TO QUESTION 45

Hand respondent **CARD 2**. I am going to read the list again. Which two problems happen the most right outside your building? *READ THE LIST, THEN ASK IF IT NEEDS TO BE REPEATED* (*LIST LETTERS*)

43. _____
44. _____

_____

If respondent wants to list more than two, write the letters on the line above, then repeat "Which two problems happen the most right outside your building?" *Write the responses into numbers 43 and 44 above.*

45. Is there anything else that makes you worry about crime right outside your building?

1 Yes 2 No 8 Don't Know 9 Refused

46. *IF YES*
What is that?_____

47. (*IF SOMETHING IS MENTIONED*)
Why is that a problem? _____
_____
_____

48. If you could make any suggestions for improving security in (**PROPERTY**), what would they be?
_____
_____
_____
_____
_____
_____

Victimization

Please tell me if any of the following crimes have happened since January first of this year:

49. Did anyone break into or somehow illegally get into your apartment and steal something?

1 Yes 2 No 8 Don't Know 9 Refused

50. *IF YES*
How many times? _____

51. *FOR EACH INCIDENT*--Did you know the person who did it?

(1st Incident) 1 Yes 2 No (2nd) 1 Yes 2 No (3rd) 1 Yes 2 No (4th) 1 Yes 2 No

52. (Other than the incident(s) just mentioned) Did you find a door jimmied, a lock forced, or any other signs of an ATTEMPTED break in? 2 No 1 Yes

53. *IF YES*
How many times? _____

The following questions refer only to crimes that have happened to YOU since January first of this year:

IF RESPONDENT ANSWERS "Yes" TO ANY OF THE QUESTIONS BELOW, ASK "How many times?" AND WRITE THE NUMBER IN THE BOX PROVIDED. THEN ASK "Where?" AND PLACE A MARK IN THE APPROPRIATE LOCATION COLUMN. IF THE ANSWER TO "How many times?" IS MORE THAN ONE, THEN ASK "Anywhere else?" AND PLACE A MARK IN THE APPROPRIATE LOCATION COLUMN. REPEAT ASKING "Anywhere else?" AS NEEDED UNTIL THE ANSWER IS "No."

	Yes	**No**	**Inside Apartment**	**Inside Building**	**On This Block**	**Someplace Else**
54. Did you have your (pocket picked/purse snatched)?	1	2				
55. *IF YES* How many times? Where?	1	2				
56. Did anyone, including someone you know, take something else directly from you by using force, such as by a stickup, mugging or threat?	1	2				
57. *IF YES* How many times? Where?	1	2				
58. Did anyone, including someone you know, beat you up or attack you (other than incidents already mentioned)?	1	2				
59. *IF YES* How many times? Where?	1	2				
60. Were you knifed, shot at, or attacked with some other weapon by anyone at all (other than incidents already mentioned)?	1	2				

	Yes	No	Inside Apartment	Inside Building	On This Block	Someplace Else
61. *IF YES* How many times? Where?	1	2				
62. Did anyone, including someone you know, THREATEN to beat you up or THREATEN you with a knife, gun, or some other weapon, not including telephone threats (other than any incidents already mentioned)?	1	2				
63. *IF YES* How many times? Where?	1	2				

IF ALL QUESTIONS 49 THROUGH 63 ARE ANSWERED "No," SKIP TO QUESTION 67

IF ALL OF THE ABOVE CRIMES OCCURRED "On This Block" or "Someplace Else," SKIP TO QUESTION 67

64. Did you report (any of) the incident(s) to the police?
1 Yes 2 No 9 Refused

65. Did you report (any of) the incident(s) to the landlord/management?
1 Yes 2 No 9 Refused

66. Were any of the incidents committed by someone you know?
1 Yes 2 No 9 Refused

67. Do you know of or have you heard about any of the following crimes happening to someone in or near (**PROPERTY**) since January first of this year:

	Yes	No	Don't Know	Refused
68. Was anyone's apartment broken into?	1	2	8	9
69. Did anyone have their pocket picked or purse snatched?	1	2	8	9

	Yes	No	Don't Know	Refused
70. Did anyone have something taken directly from them by force, such as by a stickup, mugging or threat (other than any incidents already mentioned)?	1	2	8	9
71. Was anyone beaten up or attacked (other than any incidents already mentioned)?	1	2	8	9
72. Was anyone knifed, shot at, or attacked with some other weapon (other than any incidents already mentioned)?	1	2	8	9
73. Was anyone THREATENED with a knife, gun, or other physical harm, not including telephone threats (other than any incidents already mentioned)?	1	2	8	9

Security

74. As far as you know, since January first of this year, has your management made any changes in your building for improving security?
1 Yes 2 No 8 Don't Know 9 Refused

IF YES
What?_____

75. Since January first of this year, have you made any changes in your apartment for improving security?
1 Yes 2 No 8 Don't Know 9 Refused

IF YES
What?_____

76. How do you think the guards are doing at preventing crime in your building? Would you say excellent, good, fair, or poor?

1 Excellent 2 Good 3 Fair 4 Poor 8 Don't Know 9 Refused

Why?
_____
_____
_____

77. How do you think the police are doing in this neighborhood? Would you say excellent, good, fair, or poor?

1 Excellent 2 Good 3 Fair 4 Poor 8 Don't Know 9 Refused

Now I would like to ask you about crime prevention activities.

78. How many people do you know in this building? Many, some, few or none?

1 Many 2 Some 3 Few 4 None 8 Don't Know 9 Refused

79. Do you and your neighbors watch one another's places when no one is at home?

1 Yes 2 No 3 Sometimes 8 Don't Know 9 Refused

80. Is there a neighborhood watch for this area?

1 Yes 2 No 8 Don't Know 9 Refused

81. *IF YES*
Do you or does anyone you know belong to it? 1 Yes 2 No 8 Don't Know 9 Refused

82. Have you ever been to a CAPS meeting (**If needed prompt: Community Policing** or **Chicago Alternative Policing Strategies**)?

1 Yes 2 No 8 Don't Know 9 Refused

83. *IF YES* Have you been to a CAPS meeting since January first of this year?

1 Yes 2 No 8 Don't Know 9 Refused

84. Do you participate in any activities sponsored by (**PROPERTY**), such as day care, educational programs, or parties and get-togethers since January 1st?
1 Yes 2 No 9 Refused

85. *IF YES*
Which ones? _____

Demographics

Now I would like to ask you a few questions about yourself and the other people who live in this apartment.

86. What is your date of birth?_____ / _____ / _____
9 Refused month day year

87. Do you get a Section 8 voucher?
1 Yes 2 No 8 Don't Know 9 Refused

88. About how much do you pay for rent each month?

READ RESPONSE CATEGORIES (USE **CARD 3** *IF NEEDED)*

1 $0 to $99	4 $500 to $699	9 Refused
2 $100 to $299	5 $700 or more	
3 $300 to $499	8 Don't Know	

89. Did anyone in your apartment earn money from working last month?
1 Yes 2 No 9 Refused

90. *IF YES*
All together, about how much did the people in your apartment earn from working last month? Is it. . . *READ RESPONSE CATEGORIES (USE* **CARD 4** *IF NEEDED)*

1 $0 to $149	5 $750 to $999
2 $150 to $299	6 $1000 to $1499
3 $300 to $499	7 $1500 or More
4 $500 to $749	9 Refused

91. Did anyone in your apartment receive money from any government assistance program, child support, social security, or from any charity? (**If needed, prompt: Such as Unemployment Compensation, Food Stamps, AFDC or TANF**)
1 Yes 2 No 8 Don't Know 9 Refused

92. *IF YES*
All together, about how much did people in your apartment receive from these sources last month? Is it. . . *READ RESPONSE CATEGORIES (USE* **CARD 4** *IF NEEDED)*

1 $0 to $149	5 $750 to $999	9 Refused
2 $150 to $299	6 $1000 to $1499	

3 $300 to $499 7 $1500 or More
4 $500 to $749 8 Don't Know

93. Do you consider yourself to be?

1 Black 4 Asian
2 White 5 Another race Which one?_____
3 Hispanic

94. What is your ancestry or ethnic origin? **Prompt: For example, are you Puerto Rican, Russian, Korean?**

_____

95. How many people 18 or over live in the apartment?_____

96. *IF MORE THAN ONE PERSON 18 OR OVER*
Are you the head of the household?
1 Yes 2 No

97. How many teenagers age 12 to 17 live in the apartment?_____

98. How children under 12 live in the apartment?_____

99. I need your phone number because my supervisor may call to check on this interview.

Phone number: _____ / _____ - _____ 7 No Phone 9 Refused

100. (**PROPERTY**) is going to make some changes in security in the next few months. I will be coming to talk to you again in 7 or 8 months. If you move, is their anyone I can call to find out your new telephone number? 1 Yes 2 No 9 Refused

101. *IF YES*
Who is that and what is the phone number?
Who _____
Phone number _____ / _____ - _____

Thank you for your time and assistance. Your answers will help make (PROPERTY) a better place to live.

102. ***Record Gender***: ___ Female ___ Male ***End Time:*** ___ : ___

Youth, Firearms and Violence in Atlanta: A Problem-Solving Approach

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Abstract

The authors have conducted an analysis of quantitative and qualitative data sets to produce baseline, process and outcome evaluation measures of juvenile and young adult firearm violence in a five-county area of metropolitan Atlanta, Georgia. Data are collected on an ongoing basis and provided to the Atlanta Police Department Guns and Violent Crime Suppression Unit, the Bureau of Alcohol, Tobacco and Firearms and other partners to shape, refine and evaluate an intervention strategy to reduce firearm crime and victimization in the project area. GIS analysis of firearm crime is conducted monthly and reviewed with the unit. Targeted law enforcement activities are being implemented in identified "hot spot" times and places. Measures will be conducted again at the end of the project period to determine the impact of the prevention and intervention initiatives.

Introduction and Background

In 1994, metropolitan Atlanta was named a Project PACT ("Pulling America's Communities Together") city. Project PACT is an ongoing federal violence prevention initiative intended to encourage local governments and federal agencies to work together to identify local problems and create local solutions. Through Metro Atlanta Project PACT, area leadership and community stakeholders were asked to identify the most pressing violence problems in the project area. The participants identified youth firearm violence as a significant local problem and a top priority for the city. The Emory Center for Injury Control was funded by the National Institute of Justice to obtain baseline measures of the magnitude and extent of juvenile firearm violence in Atlanta, and to conduct formal process and outcome evaluations of Metro Atlanta Project PACT's efforts to reduce juvenile firearm violence in the five-county area.

Project Objectives

Our project has three key objectives: 1) With partners, apply a problem-solving approach to develop, implement, evaluate and refine a comprehensive youth firearm violence prevention program; 2) Determine whether broad-based community action can reduce juvenile firearm violence; and 3) Evaluate the utility of retrospective and prospectively collected data to guide the development and refinement of local violence prevention countermeasures.

Methods

Table 1. Indicators, Data Sets, Data Sources and Collection/Analysis Schedule

INDICATOR	DATA SET/SOURCE	COLLECTION/ANALYSIS
Historical firearm mortality, 1970-present (Fulton County) 1989-present (All age, all circumstance, 5 counties)	NCHS records County medical examiner records	Beginning of project and yearly
Juvenile firearm mortality	County medical examiner records	Monthly
Juvenile firearm morbidity	Regional firearm injury notification system	Monthly
Juvenile weapons offenses	Georgia Crime Information Center	Yearly
Reduction or shifts in "hot spots" of criminal firearm activity in target area	GIS analysis of City of Atlanta 911 System CAD data, homicide and assaults	Monthly
Attitudes and behaviors of area adults regarding youth violence and firearm ownership, acquisition and storage	RDD telephone poll of metro Atlanta adults	Yearly
Attitudes, behaviors and recommendations of high-risk teens regarding firearm violence	Randomly-selected focus groups (12-13 yo A/A males, 15-16 yo A/A males, 15-16 yo A/A females, 15-16 yo white males	Beginning and end of project
Attitudes, behaviors and recommendations of incarcerated youth regarding firearm violence	Semi-structured interviews with youth in juvenile justice facilities.	Beginning and end of project
Attitudes, behaviors and recommendations of law enforcement and juvenile justice officers regarding firearm violence	Semi-structured interviews with officials in the five-county project area	Beginning and end of project

Data analysis

We calculated descriptive statistics on the quantitative data sets and the quantitative sections of the semi-structured interview using SPSS 6.0.3 for Windows monthly, quarterly and yearly. We analyzed the qualitative data sets using content analysis methodology.

We analyzed incident location from the quantitative data sets using ESRI ArcView 3.0a and Spatial Analyst GIS (geographic information system). We perform geographic and spatial analysis monthly, quarterly and yearly and reports are shared with the participating agencies.

Results

Firearm mortality

Fulton County has by far the highest frequencies and rates of firearm death in the metro area. Analysis of homicide rates for Fulton County (the county that contains most of the City of Atlanta) for the years 1970-1995 reveals that the overall rate of homicide has declined, but rates of homicide for 15-19 year olds and 20-24 year olds increased sharply between 1986 and 1994. All of this increase was due to a marked increase in firearm homicide. Non-firearm homicides remained stable and low (see Appendix). Analysis of medical examiner records revealed 1812 deaths involving a firearm during the period 1989-1996 in Fulton County. Persons aged 19 years or younger accounted for 278 (15.3%) of the victims. Of these 278 cases, 233 (83.8%) were due to homicide, 30 (10.8%) were due to suicide, and 15 cases (5.4%) were ruled accidental. Of the 233 firearm homicides, 206 (88.4%) were male, and 215 (92%) were African-American. Youths aged 14 through 19 accounted for 88.4% of the deaths; 18 year olds alone accounted for 27.5%. There were an average of 29 firearm homicides per year, with a low of 24 in 1992 and a high of 38 in 1994.

Non-fatal firearm assault

In 1997, population-based analysis of gunshot reports from area emergency departments and local law enforcement agencies identified 3.42 cases of nonfatal firearm assault for every case of firearm homicide. Forty-four percent (44%) of the 774 victims of firearm assault were </= 24 years of age. In 44% of homicide and assault cases, the age of the offender was recorded. In 58% of these shootings the offender was noted to be </= 24 years of age.

Hot spots of firearm activity

City of Atlanta 911 CAD system data were analyzed for January 1997-present for calltypes 24, 50,504 and 69 (shots fired, person shot, person shot/ambulance and person armed) for all police zones in Atlanta. In 1997, there were an average of 893 firearm-related calls per month; 78% were "shots fired," 16% were "person shot/ambulance" and 4% were "person armed." When analyzed by zone and beat, geographic concentrations emerged: 53% of the calls originated from Zones 1 and 3, the two hottest zones for firearm homicide and aggravated assault in the city. GIS analysis indicated the "hot spots" of 911 firearm related calls overlapped closely with "hot spots" of firearm assault and homicide. Within beats, high-frequency streets and intersections were identified and stable across analysis periods.

Views of adults regarding youth violence

A random digit dialing survey of metro area adults was conducted in 1995, and again in 1996. Adults consider juvenile crime a serious problem in metro Atlanta, but are less concerned about juvenile crime in their own county than in the metro area overall. Respondents stated they think juvenile crime is getting worse, and they vary in their opinions about the effectiveness of local

efforts to reduce juvenile crime. Local church groups were rated most effective by African-Americans, while whites gave the police the highest scores for impact on reducing criminal activity among juveniles. Local (non-religious) community groups were also considered somewhat effective in combating juvenile crime. Public schools and the juvenile justice system were seen as being less effective in reducing the number of youth crimes.

Views of high-risk teens

All four youth focus groups stated violence is a serious problem in the metro area. Despite witnessing violent events in their home communities, most thought the problem was worse outside of their own neighborhoods. African-American teens reported witnessing more violence than white teens, although participants from economically disadvantaged neighborhoods reported higher exposure to violence and weapons regardless of race or gender. Participants stated that teens who carry a weapon generally do so to protect themselves from other teens. Most felt they would be a victim of violent crime at some point in their life. Participants stated that escalating teen violence was linked to drug use and dealing. Nearly all reported that guns are cheaply and easily obtained in the metro area, either by "asking around" or by taking one from home. Participants did not feel safe in school, and did not think that school safety measures were effective. Most were convinced that violence is an inescapeable fact of modern life and were very pessimistic about their ability to change anything. None felt that non-violent means were a viable or respectable way to settle disputes. Some suggested that stiffer penalties for criminals and/or sports programs for youth might have some positive effect. Participants stated that media campaigns, gun buy-backs, school programs and nearly all other means were ineffective among their peers. Some felt that religious devotion was the only refuge left.

Views of incarcerated youth

A convenience sample of 63 offenders (42 male and 21 female) were interviewed. The average age was 15.7 (range 13 to 18). Ninety-eight percent of male youths reported experience with firearms, while 57% of females reported firearm experience. Among gunowners, 84% state they carry for protection, and most had acquired their first firearm by age 15. Forty percent (40%) felt safer while carrying, while 34% felt scared or anxious while carrying, most commonly related to being worried about being stopped by the police. "A club" was the place most commonly cited as where they would want to carry a gun. More than half of gun carriers got their first gun inadvertently (they found it during a theft or it was given to them). Thirty-eight percent (38%) purposefully sought their first gun by purchase or trade. Members of this group were more likely to become regular carriers. Females most often obtained their gun through an older (often drug-dealing) boyfriend. Many youth suggested they would change their gun-carrying behavior if they thought the police would hold them accountable or if their family thought it was a bad idea. Interviewees reported they would not be swayed by media campaigns or by sports or music figures.

Views of law enforcement and juvenile justice officers

To ascertain the views of law enforcement and juvenile justice professionals we conducted 58 semi-structured interviews with officers identified as particularly knowledgeable about juvenile crime and violence. Sixty-two percent (62%) were African-American and 75% were male. Respondents averaged 14 years of experience, and spend approximately 63% of their on-duty time working with juveniles. Respondents stated that juveniles can easily obtain weapons and reliable sources of firearms are known to area teens. Officers identified drug addicts, drug dealers and theft from homes as primary sources of guns used by teens. Respondents believe kids carry weapons to feel safe, powerful and respected. A majority of respondents feel less safe on duty today than five years ago. Eighty-one percent (81%) rated public education to encourage homeowners to lock up their guns and street level interdiction to target gun trafficking as likely to make an impact in their jurisdiction. Seventy-eight percent (78%) agreed that enhanced oversight of gun dealers and gun tracing to identify scofflaw dealers and adults who knowingly supply guns to kids could be effective in their jurisdiction.

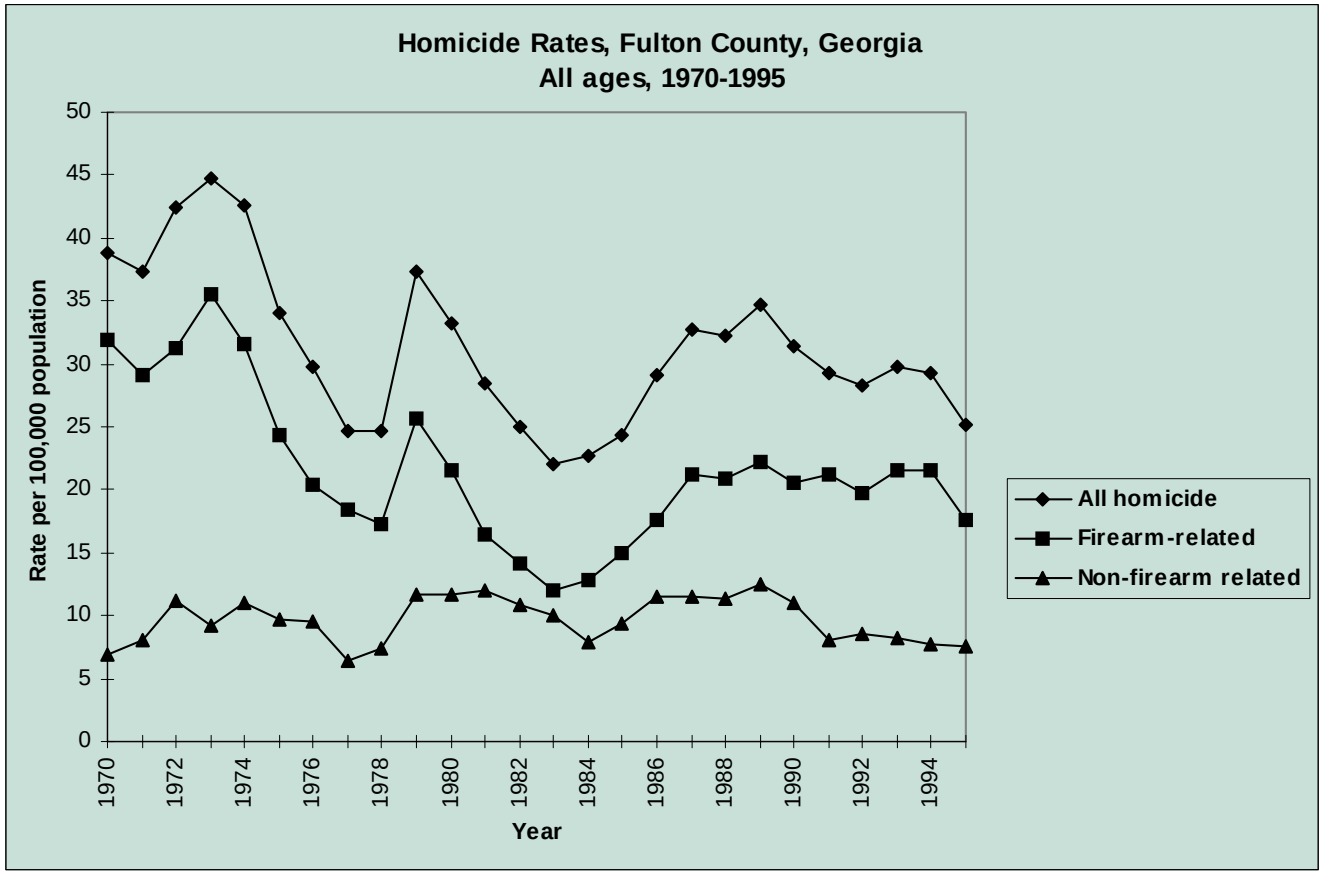
Multi-Agency Intervention Strategy

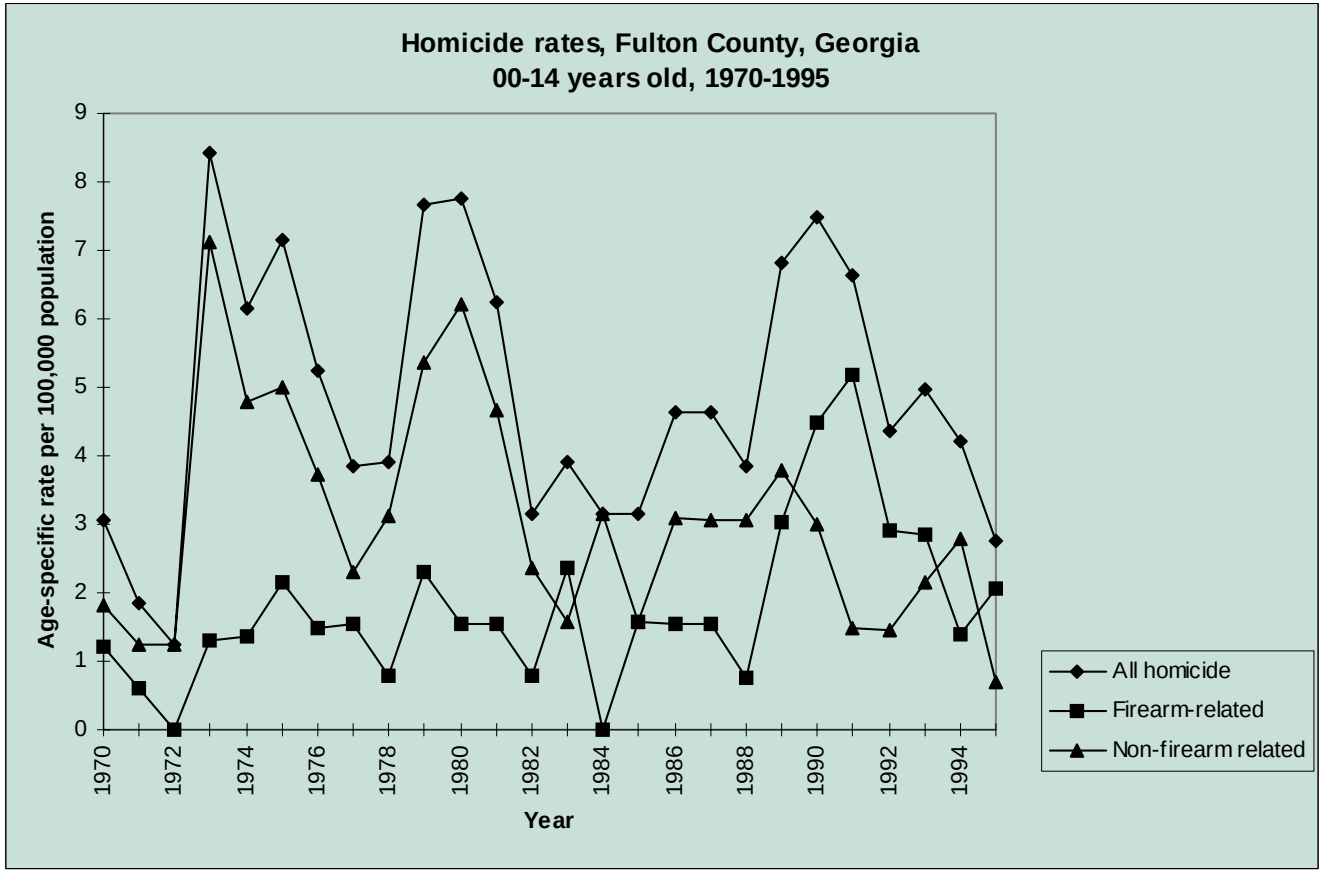
Based on the literature and our analysis of the problem in metro Atlanta, a three-pronged intervention strategy was devised: 1) demand reduction through community-based efforts and programs; 2) supply reduction through targeted law enforcement efforts; and 3) rehabilitation through local juvenile court systems in cooperation with law enforcement and the community. Due to resource constraints and an analysis of the efforts that have the highest likelihood of making a measurable impact during the project period, efforts were concentrated on targeted law enforcement and juvenile justice initiatives.

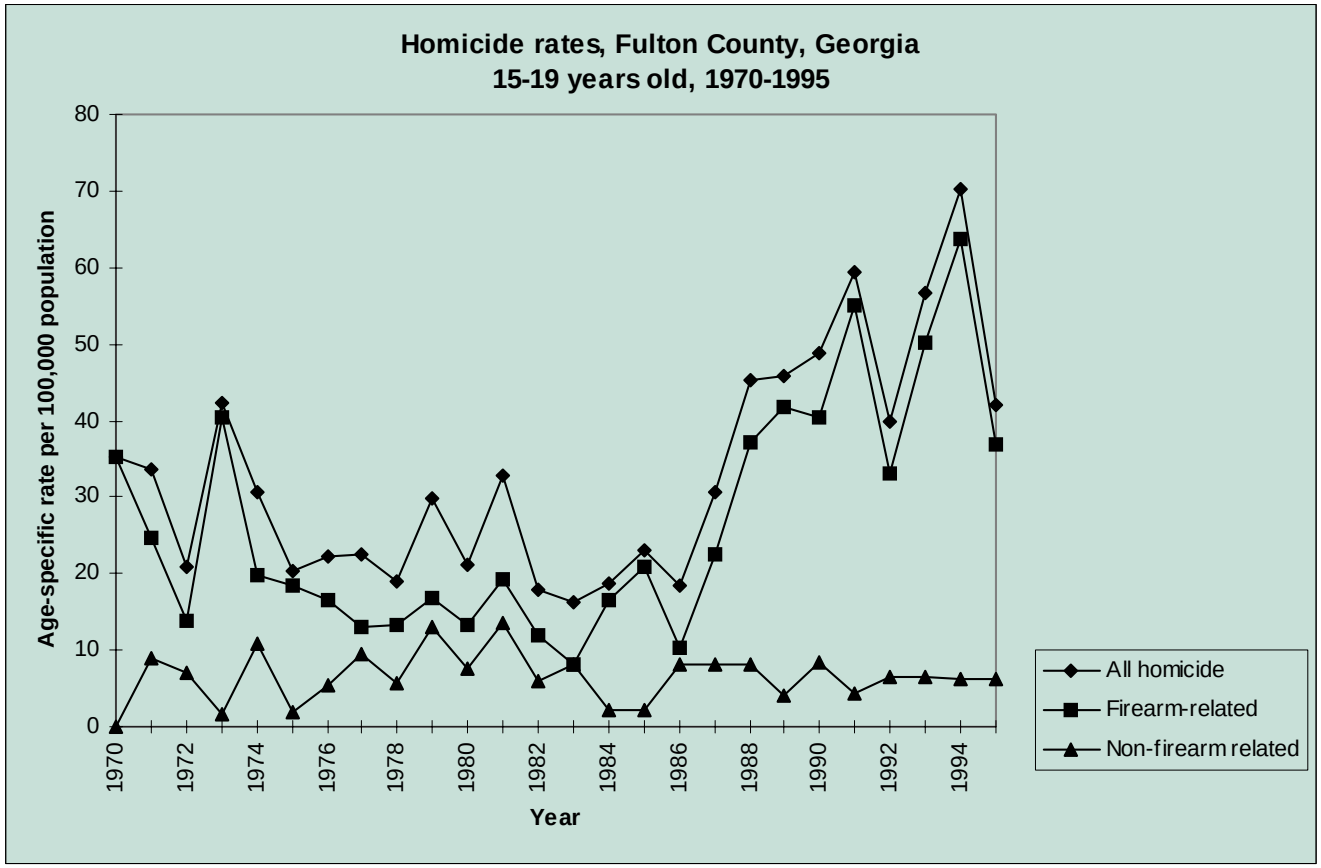
Following the baseline analysis and planning process, the Atlanta Police Department, the Atlanta Office of the Bureau of Alcohol, Tobacco and Firearms, the Georgia State Board of Pardons and Paroles, the Fulton County Juvenile Court, the Fulton County District Attorney, Fulton County Probation and the Emory Center for Injury Control joined forces in a coordinated effort to reduce overall gun violence, with a particular emphasis on juveniles and young adults.

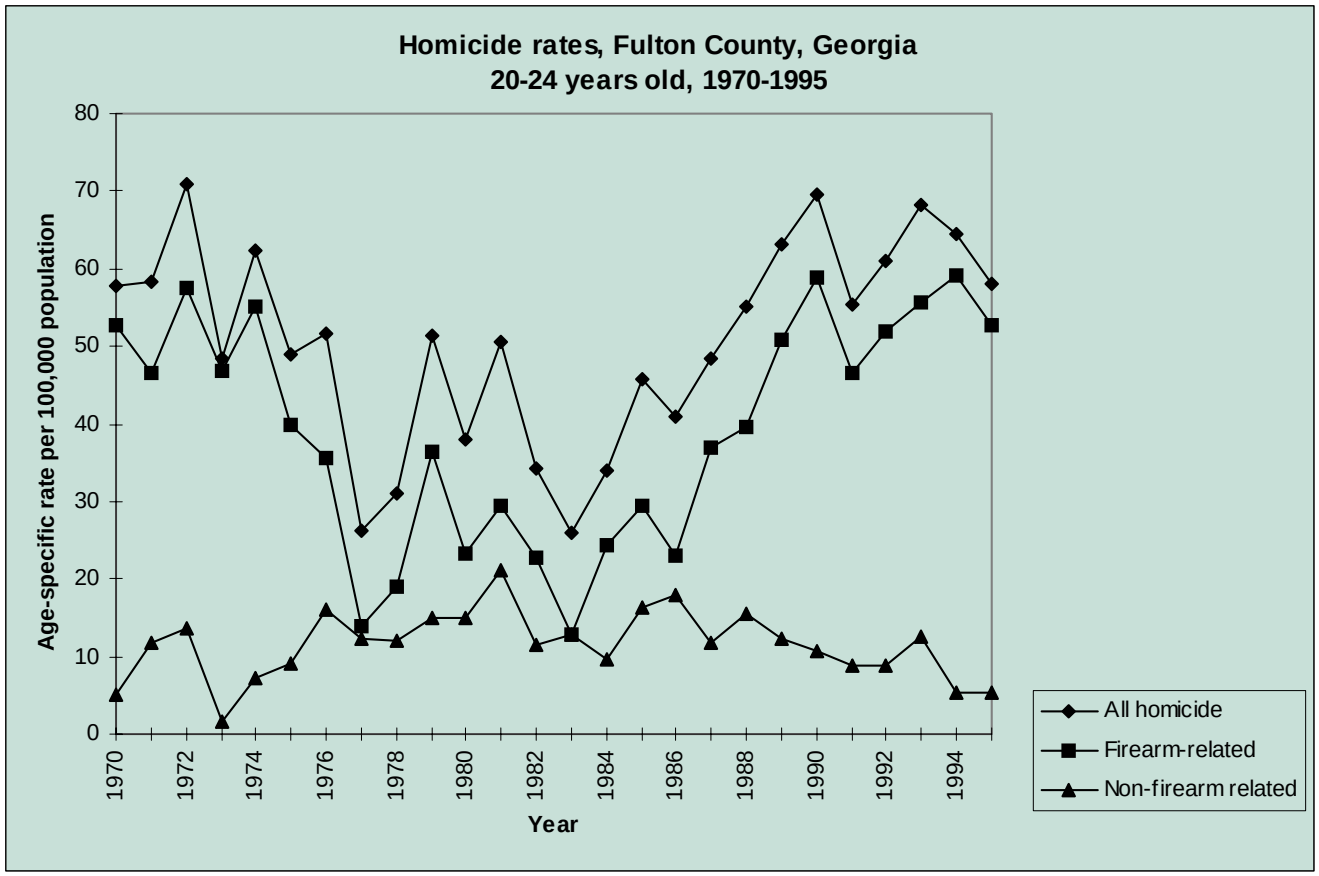
In the fall of 1997, the APD deployed the "Guns and Violent Crime Suppression Unit." This unit and its partners are carrying out targeted law enforcement activities designed to reduce the flow of illegal weapons in the City of Atlanta (particularly those to and between juveniles) and reduce criminal firearm activity. Using Emory GIS data, the unit is carrying out "street heat" initiatives in identified high-incidence areas and time periods. The unit also participates actively in the ATF Youth Gun Crime Interdiction Initiative, conducts cooperative investigations with the APD Gang Task Force, runs pawn desk details, and participates in joint enforcement activities with the Georgia State Board of Pardons and Paroles and Fulton County Probation. The unit works cooperatively with ATF, the Fulton County District Attorney and the United States Attorney’s Office to develop cases for local and federal prosecution.

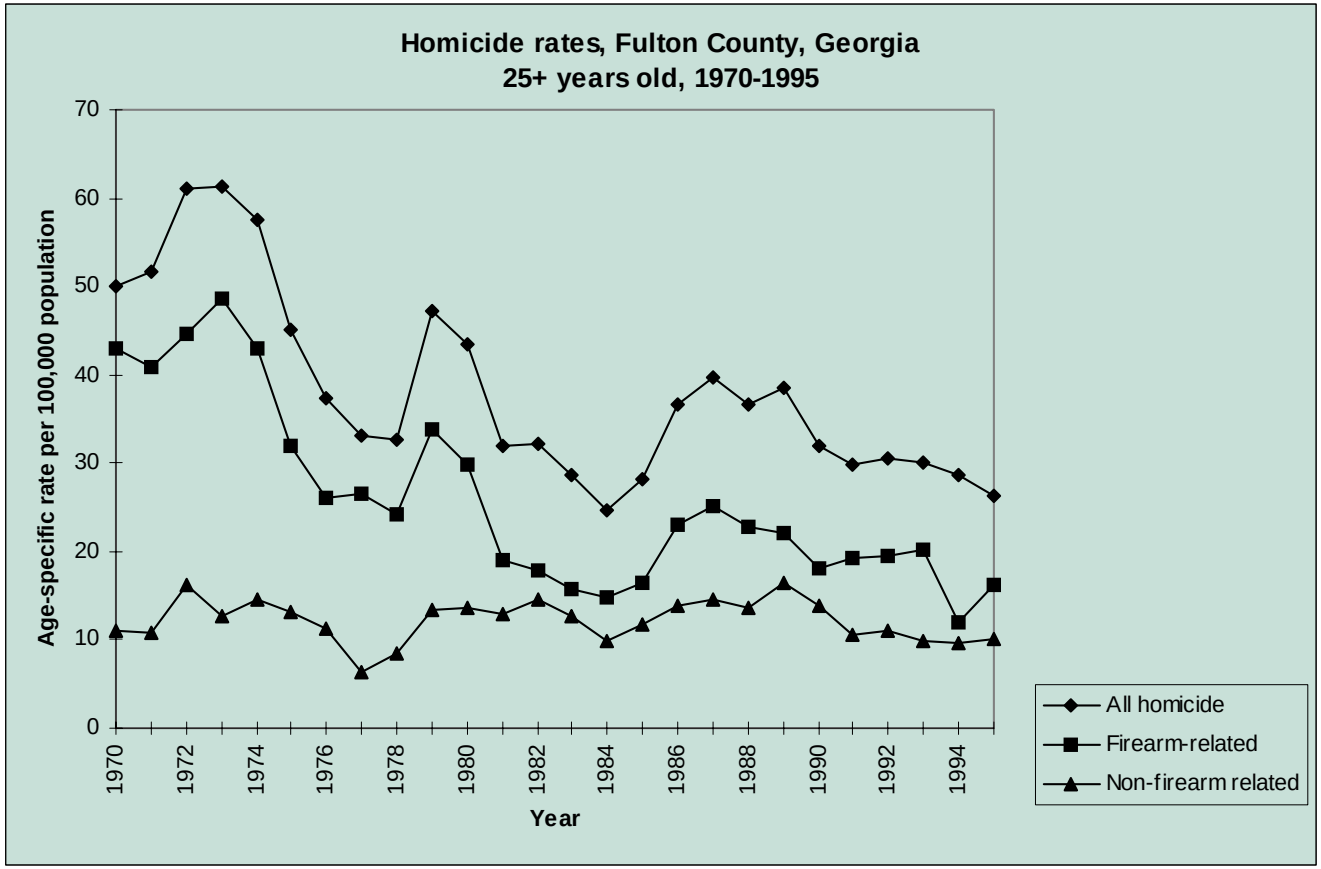
As the academic partner in this effort, the Emory Center for Injury Control provides monthly reports on firearm crime and injury to the unit, all partners and law enforcement leadership. Initiatives are refined or redirected based on data and findings from this ongoing evaluation. During the next 12 months, repeat measures of firearm mortality, morbidity, 911 utilization and juvenile crime will be obtained and compared to historical values. Quantitative and qualitative measures will be repeated and compared to pre-intervention values to determine effectiveness of intervention, inform policy and guide future action.


Homicide Rates, Fulton County, Georgia
All ages, 1970-1995
Rate per 100,000 population
50
45
40
35
30
25
20
15
10
5
0
1970
1972
1974
1976
1978
1980
1982
1984
1986
1988
1990
1992
1994
Year
All homicide
Firearm-related
Non-firearm related


Homicide rates, Fulton County, Georgia
00-14 years old, 1970-1995
Age-specific rate per 100,000 population
0
1
2
3
4
5
6
7
8
9
1970
1972
1974
1976
1978
1980
1982
1984
1986
1988
1990
1992
1994
Year
All homicide
Firearm-related
Non-firearm related


Homicide rates, Fulton County, Georgia
15-19 years old, 1970-1995
Age-specific rate per 100,000 population
80
70
60
50
40
30
20
10
0
1970
1972
1974
1976
1978
1980
1982
1984
1986
1988
1990
1992
1994
Year
All homicide
Firearm-related
Non-firearm related


Homicide rates, Fulton County, Georgia
20-24 years old, 1970-1995
Age-specific rate per 100,000 population
80
70
60
50
40
30
20
10
0
1970
1972
1974
1976
1978
1980
1982
1984
1986
1988
1990
1992
1994
Year
All homicide
Firearm-related
Non-firearm related


Homicide rates, Fulton County, Georgia
25+ years old, 1970-1995
Age-specific rate per 100,000 population
70
60
50
40
30
20
10
0
1970
1972
1974
1976
1978
1980
1982
1984
1986
1988
1990
1992
1994
Year
All homicide
Firearm-related
Non-firearm related

Media Portrayal of Child Abuse: A Content Analysis of Australian Newspapers

Ania Wilczynski, University of New South Wales

The research (a content analysis of the media portrayal of child abuse in 2 Australian newspapers) hasn't involved collaboration as such on the actual research itself, but one of the recommendations arising from the research has been the need for child protection professionals and journalists to develop a more proactive relationship with each other. The key things this presentation will discuss:

* Brief summary of the findings, eg., the media, concentrates on the most atypical and serious abuse cases, gives little attention to the causes and prevention of abuse, portrays abusers as evil or disturbed, and there is a great deal of 'systems bashing' of workers. These findings are similar to those found for studies of the media portrayal of crime generally.

* Outline the recommendation re: the need to develop a more proactive relationship with the media, and some practical strategies for developing this, eg., developing ongoing relationships with key journalists, using imaginative strategies to get coverage of under-reported issues, using knowledge about the media's criteria of newsworthiness, eg., 'pegging' issues to individual cases. I think this is a more general issue which is applicable to researchers generally.

* Discuss some of the strategies I have personally been involved in, eg., organising conference sessions on the media with both child protection professionals and journalists, and regularly speaking to journalists about child protection issues.

Reducing Youth Violence in the 21st Century

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Abstract

My clinical experiences evaluating adolescent murderers indicate that, as the cause of youth violence is multi-faceted, so must be its solution. My follow-up interviews with youths convicted of homicide, as well as available research studies, suggest that parents, the educational system, communities, government leaders, the media, and individuals must work together to foster a healthy next generation. Individuals and institutions must collaborate to create a more peaceful society before a significant reduction in youth violence in the U.S. will be realized. I propose 50 strategies designed to reduce youth violence in the hope that these will be further investigated.

Introduction

Reversing the increasing trend toward death and destructiveness by juveniles in the United States is a difficult task (Heide, 1999). As discussed in my keynote address on Wednesday evening, the[5] conditions that lead to youth violence are multi-faceted and must be confronted if change is to be effected. On a macro level, institutional change, societal influences, situational factors, and the resources available to youths must be addressed to curtail youth violence, of which homicide is the most extreme form.

In the 1990s, we have seen child maltreatment reach an epidemic proportion. Positive male role models have become fewer in American families and in neighborhoods across the country. As we approach the millennium, strong, moral leaders and heroes have become harder to identify. Our society has become increasingly saturated with violence. The number of children growing up in poverty has increased. Sadly, many youths today have far easier access to violent images, gangs, guns and drugs than prosocial role models, good education and part-time jobs.

Against this societal backdrop are literally millions of youths, each of whom has a unique biology, developmental history, and personality. On a micro level, individuals' personality characteristics and biological vulnerabilities must be evaluated in the total equation (Reiss and Roth, 1993; Roth, 1994). The effect of these extrinsic and intrinsic variables is often cumulative. Youths who have low self-esteem, who cannot deal with strong negative feelings, who exercise poor judgment, who are chronically bored, or who are prejudiced towards others are at higher risk of acting maladaptively than emotionally healthier, happier, and more confident youth.

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[5] Material presented in this talk, as well as other information pertinent to reducing violence, is published in chapter 13 in Heide, 1999 (publication date: late summer 1998).

Adolescents who are genetically or neurologically impaired (e.g., Attention Deficit/Hyperactivity Disorder, brain injury) are more likely to behave impulsively than youths who are biologically normal.

As we enter the twenty-first century, science has enabled us to identify risk factors associated with violence and delinquency at various developmental periods in children's lives, ranging from birth to adolescence (American Psychological Association, 1993a, 1993b; Howell, 1995; Foote, 1997; Loeber and Farrington, 1998). Programs that have demonstrated effectiveness for reducing delinquency and that show promise for stemming the tide of youth violence have been recognized (Tremblay, et al., 1991, 1992; Tolan and Guerra, 1994; Howell, 1995; Thornberry, Huizinga, and Loeber, 1995; Coordinating Council on Juvenile Justice and Delinquency Prevention, 1996; Foote, 1997; Loeber and Farrington, 1998). In addition, several reviews of methodologically-sound evaluations of preventative interventions aimed at risk factors associated with delinquency, violence, and substance abuse are now available (Hawkins and Catalano, 1992; Hawkins, Catalano, and Miller, 1992; Institute of Medicine, 1994; Olds and Kitzman, 1993; Yoshikawa, 1994: Powell and Hawkins, 1996). Research clearly indicates that reducing juvenile violence requires a multi-faceted, coordinated approach in which the importance of early intervention is recognized (American Psychological Association, 1993a; Kelley, et al., 1997; Loeber and Farrington, 1998).

Several researchers have developed thorough and systematic approaches to curtail youth violence (DeJong, 1994; Howell, 1995; Howell, Krisberg, Hawkins, and Wilson, 1995; Wilson and Howell, 1995). Some programs are geared to parents and their children from conception to age 6 (Hawkins, Catalano, and Brewer, 1995; Howell, 1995); others are more appropriately targeted at children from age 6 through adolescence and at the communities in which they live (Brewer, et al., 1995; Howell, 1995). Many promising strategies aimed at high risk youths at various developmental stages have been designed and implemented (see Howell, 1995; Coordinating Council on Juvenile Justice and Delinquency Prevention, 1996; Powell, et al., 1996; Powell and Hawkins, 1996; Heide, 1999).

Partners in Creating a Safer, Healthier Society

My clinical experiences evaluating youths charged with murder underscore many of these research findings and recommended public policies. As the cause of youth violence is multi-faceted, so must be its solution. Parents, the educational system, communities, government leaders, the media, and individuals must work together to foster a healthy next generation. Individuals and institutions must collaborate to create a more peaceful society before a significant reduction in youth violence will be realized.

Given the changes that have occurred in families and in western society since the 1970s, the concept of partnership is a critical one now and will remain so in the 21st century. Parents today, possibly more than at any time in history, need help in raising moral sons and daughters who can function well in a global and technologically complex world. The schools ideally build on the foundation that parents have laid.

The educational system, however, must provide a safety valve in the form of a back-up plan for children whose parents have failed to instill the personal discipline and qualities needed to succeed in school, work, sports, and other prosocial activities. When parents do not equip their children with the social skills and strategies needed to interact harmoniously with others, it is in society's interest for the schools to assume these functions. Children who are subjected to ineffective child-rearing practices and who are poorly socialized typically lack self-control and a sense of strong attachment to others, including parents and teachers. Unbonded youths with poor self-control are at higher risk of committing criminal acts and engaging in other acts that can result in harm, such as drinking, using drugs, and reckless driving (Gottfredson and Hirschi, 1990).

Communities, the government, and the media are also potentially important institutions in the socialization of children. They give youths a sense of connection with others and "stakes in conformity." Youths who are bonded to others, committed to school and involved in prosocial activities in their communities have a sense of "buy-in" with respect to conventional goals and the means to achieve them. Adolescents who trust their leaders and believe that they themselves can make a positive difference in the world are far less likely to engage in violent behavior than youths who feel a sense of alienation from others and hopelessness about the direction of their lives (Hirschi, 1969; Gottfredson and Hirschi, 1990). Individual adults who interact positively with young people increase youths' sense of connectedness with older members of society and build bridges to a brighter and more successful future for them. This partnership of people and institutions, with 50 recommended strategies for reducing youth violence, is encapsulated in Table 1.

Parents

First, parenting must once again become a priority for Americans. When asked in follow-up interviews how parents could help their children, the young men who had killed someone during their adolescent years repeatedly emphasized the need for greater parental involvement. The young men also stressed the importance of setting limits.

Key findings from the National Longitudinal Study on Adolescent Health, published in 1997 by the American Medical Association, underscored the important role parents and families play in the lives of today's youths. "Parent-family connectedness" was one of two variables that consistently protected youths from engaging in high risk behaviors that threatened their health. Youths who felt love, warmth and caring from one or both parents, in contrast to those who did not, were significantly less likely to engage in violent behavior, to use cigarettes, alcohol, or marijuana, and to begin having sexual intercourse at a young age. Youths who felt connected to their parents and were satisfied with their relationships with mothers and/or fathers were also less likely to report being emotionally distressed and having a history of suicidal ideation and behaviors than adolescents who did not feel close to their parents (Resnick, et al., 1997).

Table 1. Partners And Strategies in Reducing Youth Violence

A. Parenting -- A Priority Concern

1. Greater parental involvement
2. Limit-setting by parents
3. Parenting classes for parents
4. Participation by parents in support groups
5. Child development and parenting courses in high schools

B. Educational System

6. Design courses to identify child maltreatment (K-12)
7. Provide information on the effects of parental chemical dependency
8. Allow support groups like Ala-teen in schools
9. Improve communication skills
10. Foster self-esteem
11. Provide social skills training
12. Teach conflict resolution
13. Give techniques to deal with feelings and to develop self-control (e.g., anger management, stress management)
14. Develop moral reasoning
15. Encourage understanding of cultural differences
16. Set appropriate limits regarding acceptable behavior
17. Provide a supportive network (e.g., Child Advocate Program)
18. Greater involvement by teachers

C. Communities

19. Greater involvement by adults in the lives of children
20. Mentors
21. Medical community
22. Business community
23. Law enforcement
24. Religious organizations
25. Neighborhood centers or recreation halls
26. Organized community sports
27. Community organizations
28. Volunteer work in the community

29. "Youths helping youths" programs
30. Artists and art organizations

D. Government Leaders

31. National commitment to children
32. Future-oriented legislation
33. Supportive services for parents
34. Quality health care for children and their families
35. Research to prevent brain dysfunction
36. Expanded National Leave Policy
37. Incentives for business re: day care
38. Prevention programs
39. Early intervention programs for youths with substance abuse and behavioral problems
40. Educational programs targeted to assist disadvantaged children and those with special needs
41. Programs aimed at truancy reduction and drop-out prevention
42. Shelters/drop-in centers
43. Gun policy (numbers, access, and lethality)

E. The Media

44. Increase public awareness about community programs to reduce violence
45. More responsible programming re: violence
46. Public service announcements denouncing violence
47. Continuing campaign to deglamorize drugs

F. The Individual

48. As taxpayer
49. As voter
50. As human being

In light of the difficulties of raising children, particularly those with special needs, parenting classes should be made available to help mothers and fathers (See, e.g., Tremblay, et al., 1991, 1992). Research shows that increasing parental awareness about home and child management enhances the development of communication, emotional ties, and parent-child bonding. These factors, in turn, help prevent child maltreatment (Heide, 1992).

Parents should also be informed about the benefits of attending support groups. Self-help groups that may be helpful include Parents Anonymous (for mothers who have abused their children) and Tough Love (for parents whose children are acting-out). Other support groups led by professionals include Parents United International, Inc. (for parents whose children have been sexually abused) and Parental Stress Services (for children and parents from stressful environments) (Straus, 1994).

Many cases of child neglect or mistreatment are result from parental ignorance. Reducing this ignorance through education and parental training can go a long way toward increasing parental involvement and ending today's high rates of child abuse and neglect. With this end in mind, child development and parenting skills courses need to be incorporated into high school curricula for both boys and girls, as well as made available in the community (Haugaard, et al., 1995; Murray, 1995b).

Educational System

The prevention of domestic violence -- child maltreatment, spouse abuse, and the witnessing of violence -- is the keystone to the prevention of overall violence in society. Parent education about child abuse and neglect should be effectuated both directly, through courses for mothers and fathers, and indirectly, through children who might be in abusive or potentially abusive situations. There are many ways that the educational system can help youths rebound from unhealthy influences in their homes and neighborhoods and develop into healthier human beings (American Psychological Association, 1993a; Murray, 1995c). Elementary, junior high, and high schools need to develop courses on child maltreatment. The curricula should help students recognize abuse and encourage them to take appropriate action if victimized or threatened (Heide, 1992; Haugaard, et al., 1995).

Similarly, the education system should also provide information to children about the effects of parental alcoholism and chemical dependency. Youths need to learn how to differentiate functional from dysfunctional families and to understand that abuse and neglect are often a consequence of the latter. Children and adolescents from substance abusing families should be aware that they themselves are at greater risk of chemical dependency and violent death in the home than youths whose families do not have this malady (Heide, 1992; Rivara, et al., 1997). They should learn about how to address the problems in their home lives through support groups like Ala-teen, which helps youths cope with living with alcoholic or drug dependent parents. Such groups should be allowed and encouraged to meet in the schools during lunch, free periods, or immediately following classes (Heide, 1992).

The schools are also the ideal place in which to improve the communication skills of students, to encourage increased self-esteem, to promote prosocial behaviors, and to teach peaceful methods of conflict resolution (See, e.g., DeJong, undated; Tremblay, et al., 1991, 1992; Bannister, 1996; Embry, et al., 1996; Farrell, Meyer, and Dahlberg, 1996). Dissension is often the result of misunderstanding. Schools can help eliminate this ignorance and once again become the safe places they were a generation ago. Classes can be constructed to help students understand and respect cultural differences, which in turn will foster empathy and encourage students to interact with their peers and others in harmonious ways (See, e.g., American Psychological Association, 1993a; Attorney General Daniel E. Lungren's Policy Council on Violence Prevention, 1995).

In addition to tolerance, children and teens need to be taught communication skills and how to deal with their feelings. Anger management, stress management, moral reasoning, social skills training and conflict resolution skills could easily be implemented into school curricula from kindergarten through high school (Goldstein and Glick, 1987; Goldstein, 1988; Tremblay, et al., 1991, 1992; DeJong, 1994; Coordinating Council on Juvenile Justice and Delinquency Prevention, 1996. See, e.g., Prothrow-Stith, 1987; Kelder, et al., 1996). Children and adolescents need to learn self-control. They need to know how to make good and moral decisions and how to fight fair. They need to learn that an argument is not won by silencing the opposition with an insult, a raised fist, or a bullet.

Youths also need limits set for them and consequences for disregarding rules and standards for appropriate behavior. Two national studies recently revealed that principals and students both supported tougher discipline policies. Ninety percent of principals surveyed in the National Association of Elementary School Principals' study identified strict disciplinary policies as essential to keep schools safe. More than eighty percent of the high school students surveyed in the Public Agenda's report, Getting by: What American teenagers really think about their schools, believed that disruptive students should be removed from class (Sloan, 1997).

All schools should make some provision to ensure that there is a supportive network available for children who need help. This network, perhaps fashioned as a child advocate program (Heide, 1992), would be designed to ensure that appropriate referrals to mental health and social services agencies are made. The current system of school guidance counselors is not adequate. Access to guidance counselors is often encumbered by the excessively high counselor-student ratio. In addition, the tasks assigned to guidance departments usually reflect academic goals rather than the psychological or social needs of students. School counselors are expected to assist in course selection, provide college and career advice, and handle conflicts that students have with teachers and with one another. Consequently, they often have little time to assist youths with family or adjustment problems.

Teachers were seen as potentially important figures by the young killers and their parents during follow-up interviews. They were depicted as "role models" and as individuals who could impact significantly on youths. As a group, the young men and their mothers stressed that teachers need to get more involved in their students' lives in spite of increasing class enrollment and related demands.

The National Longitudinal Study on Adolescent Health found that "school connectedness" was the other variable that was significantly correlated to several adolescent health risk behaviors. Youths who felt that teachers treated them fairly and who felt close to people at school were significantly less likely to be violent, to smoke cigarettes or marijuana, to drink alcohol, and to have had sexual intercourse than youths who felt disconnected from school. Adolescents who felt part of their schools were also less likely to be emotionally distressed and to have engaged in suicidal thoughts or behaviors than youths who felt estranged from the junior and senior high school experience (Resnick, et al., 1997).

Community

The community can also play a potentially pivotal role in helping youths make prosocial choices, particularly if many groups, including residents, become actively involved in developing the strategies to reduce youth violence (Preventing interpersonal violence among youth, 1994; Ansari and Kress, 1996; Stephens, 1997). The increasing proportion of juveniles involved in homicide is indicative of a breakdown in the community. The old African proverb encapsulated in the title of Hillary Clinton's 1995 book, "It takes a village to raise a child," is particularly apropos today in an era besieged with a loss of a sense of community (DeAngelis, 1995).

Male and female mentors are needed to guide children who do not have healthy parents who care about them. Mentors can help youth with their difficulties and encourage them to achieve and make a positive contribution to society. They can assist teens in learning leadership skills and in resisting peer pressure to use drugs, commit crimes, or join gangs (Becker, 1994; Straus, 1994; Murray, 1995a; Coordinating Council on Juvenile Justice and Delinquency Prevention, 1996. See, e.g., Ringwalt, et al., 1996).

Physicians, particularly those involved in primary care, are often in an excellent position to counsel high-risk youth about homicide prevention, including firearms (May and Martin, 1993; May, Christoffel, and Sprang, 1994; Holmes, et al., 1995). They can play a critical role in educating the public about violence prevention and in encouraging participation in a variety of activities, including gun amnesty programs (See, e.g., DeJong, 1994; "Help Member Focus," 1995).
Leaders from the business community must also take action to help youths to feel a part of their community and to learn responsibility. Employment opportunities for youths provide a legitimate way for them to earn money and acquire desired goods and services. Neighborhood businesses need to provide meaningful part-time employment, summer jobs, and training programs for youths to develop their skills and confidence (See, e.g., Ringwalt, et al., 1996). Partnerships of private employers, schools, and government, such as the National Jobs Corps, have succeeded in providing intensive, community-based job-training programs for youths (Straus, 1994; Stephens, 1997).

Law enforcement can also provide leadership in the community by working with residents and neighborhood groups, as well as organized institutions and agencies, to reduce youth violence (Marans and Berkman, 1997). As noted by the National Crime Prevention Council, "Fruitful

partnerships between law enforcement and citizens are promoted by community policing, with law enforcement becoming acquainted with community residents, learning about problems in the neighborhoods, and enlisting support for preventing crime and improving neighborhood safety" (National Crime Prevention Council, 1994a, p. 1). Groups that can benefit from a partnership with police include area schools, youth groups, neighborhood associations, community service and social clubs, home/school organizations (e.g., PTA), tenant groups, religious organizations, associations of homeowners or merchants, and taxpayer and political groups (National Crime Prevention Council, 1994b; Cronin, 1995).

Religious groups can help youths to make good choices. In poor and minority areas, the church is often one of the strongest and most visible institutions. Churches, synagogues, and other religious organizations need to develop programs to meet the spiritual, emotional, and social needs of adolescents and their families. Religious beliefs can help to dissuade teens, who are easily and powerfully influenced by ideology, from engaging in antisocial behavior. Research indicates that youths who are low in religiosity, as measured by infrequent church attendance, are more susceptible to a variety of adolescent problems, including delinquency, teen pregnancy, school failure, and substance use (Straus, 1994).

At follow-up the young killers and their mothers repeatedly mentioned the need for neighborhood centers or recreation halls. Adolescents need a safe place available where they can hang out, play sports, listen to music and dance and interact with peers and adults (Straus, 1994). Youths who have available a supervised location where they are welcome and where there are constructive things to do are less likely to be bored with life and become high on drugs and alcohol than adolescents who are hanging out in the streets day after day. Teens with attractive prosocial alternatives are also unlikely to be drawn to gangs and hate groups and to feel they have little or nothing left to lose (Coordinating Council on Juvenile Justice and Delinquency Prevention, 1996; see, e.g., McGillis 1996).

There are data to indicate that lower income male youths who are involved in community sports are significantly less delinquent than their nonathletic counterparts. Studies suggest that youths who play sports also demonstrate achievement in other areas. Participants in the Midnight Basketball program in Chicago, for example, showed positive gains in education and job placement, as well as avoiding criminal involvement and remaining drug and alcohol free (Straus, 1994).

The community can do more than provide recreational centers and organized sports to help adolescents use their time and talents wisely. More than 400 community organizations have been identified nationally. These include recreational (e.g., YMCA), character-building (e.g., Girl Scouts, Boys and Girls Club of America), career- or avocation-based (e.g., 4H, Junior Achievement), politically-focused (e.g, Young Democrats), religious-oriented (Christian Youth Groups), and those that instill ethnic pride. Research indicates that many benefits accrue to youths who participate in community organizations, including improved social skills and competencies, enhanced educational achievement, positive peer relationships, and increased social responsibility (Straus, 1994).

Community involvement in the form of service fosters trust, facilitates learning, and builds self-esteem. Youths who participate in community volunteer programs such as VISTA or the National Youth Conservation Corps gain a greater understanding of others and connection to the community, while reducing their feelings of alienation and isolation (Straus, 1994; Coordinating Council on Juvenile Justice and Delinquency Prevention, 1996).

Setting up programs where older youths help younger children also appears to reap benefits. Adolescents have served effectively in the roles of tutors and Big Brothers and Sisters. They have performed well as advocates for other troubled youth and as mediators in youth conflicts in schools. Studies indicate that teens benefit from being in the position of helping others and of being needed and respected by other children and adolescents (Straus, 1994).

A number of communities across the United States have effectively involved youths in using art to address teen problems. Artists, art organizations, and community groups have received assistance from the National Endowment for the Arts, the 56 state and jurisdictional arts agencies, and the seven regional art organizations in recognition of the role that the arts can play in the lives of children and their families. Mediums utilized have included dance, music, storytelling, maskmaking, painting, film, sculpture, pottery, photography, and theater (Costello, 1995).

Recent research has indicated that collective efficacy, as measured by community involvement and trust among residents, is linked to reduced violence in neighborhoods. These findings held when the effects of individual-level characteristics, prior violence, and measurement error were controlled. Collective efficacy was also shown to mediate the effects of concentrated disadvantage and residential instability on violence levels (Sampson, Raudenbush, and Earls, 1997).

Allegheny County, Pennsylvania, provides an excellent example of a community that successfully mobilized its resources to reduce juvenile crime, including violent crime (Hsia, 1997). The antiviolence effort involved the "coordination, collaboration, and involvement of all parts of the community, resulting in positive systemic changes and collaboration across socioeconomic, ethnic, and political lines" (Ibid., p. 2).

Government Leaders

Ideally, initiatives like those implemented in Allegheny County will become increasingly common in the United States and other countries experiencing a serious juvenile crime problem. If juvenile violence is going to decrease in America, the conditions that breed alienation, isolation, poverty, rage, and resignation must be effectively tackled. Strong and moral leadership is needed. If society wants to hold youths accountable for their behavior, those in power must act responsibly. Whether we look at personal responsibility from the top down or the bottom up, the result is likely to be the same. Youths are more apt to make responsible choices if they live in a nation where government leaders, communities, parents, teachers, and adults see that each has a responsibility to contribute to the moral growth of children.

The United States must make a national commitment to improve the lives of today's children or risk that its citizens will live increasingly in fear of its young. Government leaders need to propose legislation that looks to the future for all youths. Parents must have access to supportive services to ensure the physical and mental health of their children as well as their own medical needs (Reiss and Roth, 1993). The government needs to join with health professionals in funding research and programs to prevent brain injuries, children's exposure to lead, substance abuse by pregnant women, and other prenatal, perinatal, and postnatal events associated with brain dysfunctions and an increased potentiality for violence (Reiss and Roth, 1993).

The national leave policy that permits parents to take needed time off from work to care for a newborn child, a newly adopted child, or a seriously ill child without risk of losing their employment was a big step forward for U.S. families and their children (Family and Medical Leave Act of 1993; Stockfisch, 1997). Initiatives to expand this policy to make more parent employees eligible should be pursued. The nation also must explore incentives to make it feasible for businesses and organizations to operate quality daycare facilities on their premises or close by at a cost affordable to its employees (Magid and McKelvey, 1987).

Programs aimed at prevention and early intervention must be implemented on a grand scale with the knowledge that the direct results may take 20 to 30 years to see. Effective programs for low income children and their families need to be made available with the foresight that most of the youths arrested for violent crimes are poor (Straus, 1994). Funding of programs such as Headstart is important in ensuring that poor children are on the same playing field when they enter school with their more affluent counterparts. Early diagnosis of children with Attention Deficit Hyperactive Disorder and learning disabilities is essential to increase the chances that these youths will obtain the educational opportunities needed to reach their potential. In addition, programs aimed at truancy reduction and drop-out prevention need to be implemented in recognition of the correlation between school failure and delinquency (Coordinating Council on Juvenile Justice and Delinquency Prevention, 1996).

Federal and state governments must also ensure that shelters and drop-in centers are easily accessible to youths across the country. High-risk youths, particularly homeless teens and runaways, often need crisis intervention, individual counseling, alcohol and drug counseling, transportation, long-term foster care, recreation and job training (Straus, 1994). Denying mental health benefits, social services, and educational resources to children today to save money ensures that our prison population, already at a record high in terms of the number and rate of persons incarcerated in the United States, will continue to grow (Magid and McKelvey, 1987; Schorr, 1988; American Psychological Association, 1993a; Gilliard and Beck, 1996; Bonczar and Beck, 1997).

Given that the majority of homicides are committed with guns, Congress should provide funding to develop, implement, and evaluate school-based programs to inform youth regarding the prevention of firearm violence (American Psychological Association, 1993a; "Reducing youth gun violence," 1996). The federal government, as well as the individual states, must take meaningful action to regulate firearms (Roth, 1995). In addition, the federal government must

prioritize reducing the number of guns in our society and restricting their access to juveniles (Jacobs and Potter, 1995; O'Donnell, 1995; "Reducing youth gun violence," 1996). Research has shown that the dramatic increase in juvenile homicides since the mid 1980s has been directly due to gun-related homicides (Blumstein, 1995; Fox, 1996; Snyder, Sickmund, and Poe-Yamagata, 1996; Kennedy, 1997). Recent studies have also shown that juvenile homicide offenders like to equip themselves with newer and more powerful weapons (Kennedy, 1997). Accordingly, restrictions on assault weaponry must be imposed (Sheley and Wright, 1993; "Reducing youth gun violence," 1996). Stricter handgun policies have been shown to reduce both homicide and suicide among adolescents (Straus, 1994).

Some may argue that the United States, and other countries facing similar problems in juvenile crime, cannot afford to implement policies and programs such as these on a widespread scale. The focus in the last few years has been on cutting costs, reducing benefits, and "downsizing." Those who maintain that the United States cannot and should not accept this financial and moral challenge need to look back to the Savings and Loan Crisis of the 1980s. Congress appropriated billions of dollars to resolve the S&L troubles. A few government officeholders and businesspersons walked away "big winners," while approximately 250 million Americans picked up the tab. In 1992, the Congressional Budget Office estimated the cost at $800 for every man, woman, and child in the United States based on a bailout figure of $200 billion (Congressional Budget Office, Congress of the United States, January 1992). In July 1996, the General Accounting Office study put the price tag at more than $480 billion ("S&L bailout may cost more," 1996). If the federal government could find the money to redress a situation created by government irresponsibility and human greed, surely funds can be allocated to act responsibly and to reduce human suffering on a national scale.

Media

The media, including the record industry, have enormous power and resources available to reduce youth violence in the 21st century (American Psychological Association, 1993a; "Preventing interpersonal violence among youth," 1994; Straus, 1994; Osofsky, 1995). The media can increase public awareness about the nature and scope of the violence problem. They can publicize groups and initiatives in a community organized in response to violence and encourage participation from all of its citizens. The media can also reinforce the lessons of school and community programs designed to reduce conflict, improve communication skills, and change institutional arrangements or policies that appear to contribute to violent solutions (DeJong, 1994).

Efforts are currently under way by the entertainment industry to limit gratuitous violence. In addition to more socially responsible programming, the media have begun to release public service announcements denouncing violence (DeJong, 1994). Provocative posters and billboard displays that promote violence-prevention themes for at-risk youths have been designed and widely disseminated (E.g., Rise High Projects, Inc., Chicago, IL).

The media can do more to effect positive social change by continuing its campaign to deglamorize drugs. The electronic and print media can also contribute to violence reduction by promoting acceptance and respect for diversity through accurate portrayals of various groups, including age, gender, and class, as well as racial, ethnic, religious, cultural, and sexual orientation minorities (Attorney General Daniel E. Lungren's Policy Council on Violence Prevention, 1995). The media was extremely successful in educating the American public about child abuse and changing societal attitudes in this regard in less than 20 years (Donnelly, 1991). In the 1990s, talk shows like Geraldo Rivera, Maury Povich, and Oprah Winfrey have done a great deal positive in informing the public about the relationship between child maltreatment and adolescent violence. The media's potential in raising public consciousness about constructive solutions and the richness of diversity during the next decade is almost limitless, given today's technology and its widespread availability to the U.S. population.

Individuals

My recommendations look for people in their roles as parents, educators, organizational members, government leaders, and media personnel to work in collaboration with one another. The discussion of roles and systems, however, is not intended to obscure the power of the individual to influence the lives of children in our country.

Individuals impact as voters, taxpayers, and most importantly, as human beings. Studies of abused children who did not grow up to abuse or hurt others are instructive in this regard (Egeland, Jacobvitz, and Sroufe, 1988). These adults, in recalling their lives as children, often identify an adult figure in their lives who was nice to them. The person could have been the lady next door, the man down the street, a teacher or coach in school, or a clerk in the town deli. The exchanges were often brief and not at all dramatic. In that moment, the youth was aware of being acknowledged by an adult who communicated, whether intentionally or inadvertently, that the adult believed in the child and cared about him or her.

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Session 4: Integration: Theoretical Connections

This was an open discussion session involving the chairs of many of the panels which were presented during this meeting. Participants included Becky Block, Don Faggiani, Dick Block, Ania Wilczynski, Kathy Heide, and Lin Huff-Corzine serving as session chair. Each panelist was given a chance to present ideas from their session before discussion was opened up for all.

Becky Block: She began by noting that sometimes she thought we needed a "Society of Mindless Empiricists" to study the effect of data surveillance on theory. She noted that Lois Fingerhut had asserted that it is very important to learn about other datasets (other than the ones we normally work with, that is) because they expand the explanations we can see. Lois also asserted that if a theory is true, then it should be shown to be true through a variety of different datasets.

However, theory often follows from the availability of data (and sometimes from the availability of technology, also). For example, before crime surveys, theory didn't deal with victims or women, just with male offenders. W need to ask ourselves what questions are out there that people are NOT addressing because they don't have good data. She believes that the best quality of theory comes from practitioner's data. But we have to ask: Do practitioners really USE this data? If not, will they collect the data WELL? For example, do police use SHR reports? (Everyone agreed that they do not.)

Don Faggiani: The panelists from his session would probably want to be members of Becky's "Society of Mindless Empiricists." As a policy analyst for a state, he deals with two types of theory: Democratic and Republican. If his data fits these ideologies, then it is considered "good data." Otherwise, it is not!

Richard Block: We used to assume that crime was sort of an random event and we did not see the patterns. So, police patrolling was random and there was no view of increasing victimization. So two things have happened: (1) Our ability to control an amazing amount of information and digest if rapidly has increased; and (2) we have finally seen that these things really do have patterns. So now we can predict crime.

Ania Wilczynski: From the presentations in their panel, it was clear there was a theme in needing the constant feedback loop between theory and practice. On the flipside, we already target vulnerable groups for more police intervention, so doing things like identifying "hot spots" may actually be a further form of victimization! Another thought is that in the media construction of crime, the historical perspective was very important.

Kathy Heide: Sometimes the climate we work in as researchers is atheoretical and framed by political expediency. So the HRWG is good for reflecting on what we are doing. The multi-

disciplinary make-up of HRWG is good! It pushes us beyond our own models. Our units of analysis vary. It is important to look at implementation of some of the ideas generated here.

Allan Abrahamse: I was trained as a mathematician, which means that I was trained to believe that nothing is true and we need no data. We have had presentations which are so general they don't seem to be real theory. Also we have had a lot of data dumps.

Everett Lee: I recently read a book, the title of which I think is *Consiliance* (sp?), which is a combination of biological and social sciences. It argues that we need to look at work in many different fields in order to get at the truth. I suggest that we begin with the biological/genetic in studying homicide. For example, in his path analyses, everything begins with the conditions of birth.

Tom Marvell: I don't like path analyses. The big problem with theory is that there is so much of it! So people have their pet theories. But if you are looking at data only through the lens of your pet theories, they get what they want. We have NOT paid good attention to the rapidly dropping crime rates. That is what we should be studying.

Becky Block: The question is, how to match people to make theories which <u>can</u> be disproven and match them up with data people.

Dick Block: Frank Zimring said "The real problem will come when the crime rate goes down." One of the basic things to explain how things go down as well as go up. This is the real test of a theory!

Chris Dunn: Remember that John Jarvis said that "There is theory and then there is *theory*." That was a way of saying that some theory is politically unacceptable. Also, there are different levels of theory.

Vickie Brewer: The group yesterday was discussing encouraging ourselves in the HRWG to indicate clearly at the beginning of a presentation what theoretical perspectives you are using. We also agreed that we need to routinely address the question of "So what?"

Linda Langford: In contrast to John Jarvis' comment, from a public health perspective, we speak in terms of "modifiable" and "non-modifiable" factors in risk. Clearly, we focus on the modifiable factors that offer possible solutions. But we leave the non-modifiable factors on the table just to keep them alive in the inquiry.

Also, I think it is important to note that the way in which a problem is defined IS theoretical.

Kim Vogt: It's important to remember that theory and data drive each other.

Tom Petee: I disagree with Don in saying that he doesn't really work with theory as a policy analyst. I think he really does. In 1998, we are in a unique position: we CAN test things we simply could not test before! We are at a research and theoretical crossroads.

Tom Marvell: I disagree! We tend to just pick one theory and we ignore all the rest!

Don Faggiani: I agree with Tom. He has a sociology background. I do have a theory which underlies my work: life! We need to look at homicide as a system and we need to know all the parts.

Becky Block: We need to have this discussion on the Web site. Let's begin with Don's comments. Our goal should be to have measurable hypotheses but general theory. Then we need to define the best data sources to measure these.

Dawna Fuqua-Whitley: Has anyone done anything on "complex dynamical systems?" It purports to do Wilson's *Consiliance* and integrate theories at different levels.

Allan Abrahamse: In criminal justice statistics, variances are always larger than can be explained!

Kathy Heide: If we focus/build on theories in one area. This is a mistake to believe we HAVE to build only on older models. We can put multi-level models together.

Sometimes, if we adhere to a notion of science as a value-free, we ignore ethical issues. For example, even if we can't restructure the economics system in America, we need to leave that issue on the table.

Lin Huff-Corzine: And we just *might* be able to improve the lives of others in small ways.

Derek Paulsen: In the past, we tried to study all types of homicide using just one theory. It seems better to separate different types of homicide and desegregate our theories to fit the different types.

Becky Block: A thought regarding the ethical issues: Ania talked about the ethics of targeting interventions at certain groups. But there are also other types of targeting. For example, the repeat victimization of being targeted by researchers for study!

In my experience, people who live in bad neighborhoods are really concerned about their kids getting killed. We need to look for local level theory that has variables people can do something about!

Everett Lee: The whole history of epidemiology is concerned with this. If we don't target people for disease prevention, we can't help them.

Tom Marvell: The history of medicine is important to the social sciences. Medicine started with two little specialties: public health and surgery. We are not far from this model. We are really on the edge of disciplinary growth.

Chris Rasche: The study of homicide is very much like the study of disease. There are the same ethical dilemmas: should we stop the study if the results are positive? Or continue on, as they did in the Tuskeegee study of syphilis?

Anna Lee: We need to remember the usefulness of serendipity. Those working with datasets are sometimes locked in. But *field* researchers and practitioners can sometimes stumble on connections which elude the rest of us. For example, look at how we discovered the connection between German measles and babies being born blind.

Linda Langford: I am intrigued by Chris Rasche's statement regarding policy statements. So can we begin somewhere? We could begin with Kathy Heide's list of 50 factors and ask which ones are the most important or have the most bang for the buck.

Tom Marvell: My nihilist position is that the body of literature is NOT useful!

Linda Langford: The only way to move forward is to systematically look at each variable to see which one has good data and which ones are too divergent.

Lin Huff-Corzine: Maybe Linda will offer a session next year on this....?

Becky Block: Or do a discussion on the listserv and report it here.

Jay Corzine: I don't think the state of crime research is in *that* much disarray. Some areas are worse than others, but some areas of homicide we know pretty well, such as reducing domestic violence will reduce crime in general.

Paul Blackman: But people often evaluate their own programs: How value-free can that be?

Linda Langford: Let's have a session next year on program evaluation and its various methodologies.

Tom Marvell: It is hard to get good datasets. And you cannot trust people to check their own datasets.

Dick Block: Some of this reminds me of metatheory.

Candice Skrapec: The different perspectives we all bring to the table may make it hard for us to evaluate the merits of different datasets or to see various methodological problems.

Jackie Campbell: Do an evaluation session next year, but pay attention to *outcome measures*. It is hard to get a good and big enough dataset. We need to design issues in getting useable outcomes.

Lin Huff-Corzine: We need research to be driven by theory.

Everett Lee: Einstein said that all theories, good or bad, are good because they can be tested; but bad data is just bad!

Kathy Heide: This discussion has been very helpful. We have heard some really good suggestions for panels for next year, especially on issues on ethics, evaluation outcome and measures, and different models of explanation in theory building.

Appendix A
Agenda

Bridging the Gaps: Collaborations on Lethal Violence Research, Theory, and Prevention Policy

Annual Meeting/Intensive Workshop of the Homicide Research Working Group

Wednesday, June 10, 1998–Saturday, June 13, 1998
Inter-University Consortium for Political and Social Research
Ann Arbor, Michigan

Wednesday, June 10

6:30–9:00 p.m. **Opening Reception**
Michigan Union, University Club

Get Acquainted
Introductory Conversation: Youth Violence in Schools by Kathleen Heide, University of South Florida

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Thursday, June 11

8:15–8:45 a.m. **Opening Introduction, Agenda Review**
Michigan Union, 2nd Floor—Pendelton Room

8:45–9:45 a.m. **Session 1: Essentials of Violence Surveillance Data**
Michigan Union, 2nd Floor—Pendelton Room
Organizer: Rebecca Block, Illinois Criminal Justice Information Authority

Session Questions: What is the definition of violence surveillance data? What data sources are available? What are their advantages and limitations? How does someone go about using them, and what does a potential user need to know to avoid misuse or misinterpretation? What new data sources are on the horizon?

Essentials of Violence Surveillance Data, Part 1: Briefings on two major sources of violence surveillance data: public health injury surveillance data and the National Crime Victimization Survey

8:45–9:45 a.m.	**Injury Surveillance Using Data from the National Center for Health Statistics** Lois Fingerhut, CDC, National Center for Health Statistics
9:45–10:00 a.m.	**Break**
10:00–11:00 a.m.	**Violence Surveillance Data in the National Crime Victimization Survey** Mike Rand, Bureau of Justice Statistics
11:00 a.m.–12:00 p.m.	**Essentials of Violence Surveillance Data, Part 2:** New information on the Supplemental Homicide Report **An Evaluation of the Completeness and Accuracy of SHR Data on Intimate Partner Homicides in Massachusetts** Linda Langford, Harvard School of Public Health; Nancy Issac, Northeastern University School of Law; and Stacey Kabat, Peace at Home **An Evaluation of the Completeness and Accuracy of SHR Data in Chicago, 1993 and 1994** Thomas D. Patterson, Daniel Dick and Carolyn Rebecca Block, Illinois Criminal Justice Information Authority Discussion by HRWG participants, led by Margo Wilson, McMaster University
12:00–2:00 p.m.	**Business Meeting Lunch** Anderson Room, First Floor Luncheon is provided as part of registration fee.
2:00–3:15 p.m.	**Essentials of Violence Surveillance Data, Part 3:** Violence surveillance data on the horizon: the current status of development of firearm surveillance data systems **Developing Firearm Surveillance Data Systems** Chair: Joe Vince, Bureau of Alcohol, Tobacco and Firearms/CGAB **Combining Public Health and Public Safety Databases to Track Firearm Trafficking** Glenn Pierce, Northeastern University

Combining Public Health and Public Safety Data to Track Firearm Availability
John Freeman, Illinois Criminal Justice Information Authority

The Surveillance Value of "Bad" Data: Using Obliterated Serial Number Data in a Firearm Surveillance System
Bill Sherlock, Illinois State Police, and David G. Krieghbaum, Bureau of Alcohol, Tobacco and Firearms/NTC/CGAB

Stephen W. Hargarten, Medical College of Wisconsin

Discussion by HRWG participants, led by Dick Block, Loyola University

3:15–4:15 p.m. **Poster Session**
Pond Room

Canadian Center for Justice Statistics: Publications and Reports
Orest Fedorowycz, Statistics Canada

Situational Factors Related to Public Mass Murder Incidents: 1965-1998
Tom Petee, Auburn University

The Effect of Gun Violence on a Large Urban Trauma System
Robert Smith and Susan Avila, Cook County Hospital

Case-Control Methodology in Investigating Unexplained Hospital Deaths
Michael Goodman and David Cowan, Exponent Health Group, Steven Lamm, Consultant in Epidemiology and Occupational Health

Gun Identification by Inmates
John May and Khalid Pitts, D.C. Central Detention Facility Health Services

Circumstances of Gunshot Wounds Among Inmates
Khalid Pitts and John May, D.C. Central Detention Facility Health Services

Regional Variations in Spousal Sex-Ratio of Killings
Derek Paulsen and Victoria Brewer, Sam Houston State University

Space-Time Clustering of Chicago Homicides
Margo Wilson and Martin Daly, McMaster University

Serial Murder and Phenomenological Method: Asking Different Questions
Candice Skrapec, California State University/Fresno

Publicized Executions and the Incidence of Homicide: Methodological Sources of Inconsistent Findings
Steven Stack, Wayne State University

Sophia B. Jones Room:

Injury Surveillance Using Data from the National Center for Health Statistics
Lois Fingerhut, Centers for Disease Control and Prevention, NCHS

Available Data from the National Crime Victimization Surveys
Mike Rand, Bureau of Justice Statistics

Project Facelift: Restoration of Obliterated Serial Numbers Project
William Sherlock, Illinois State Police, and David G. Kreighbaum, Bureau of Alcohol, Tobacco and Firearms

Project LEAD Demonstration
Joseph Vince and Gerald Nunziato, Bureau of Alcohol, Tobacco and Firearms

Multiple Firearm Purchases and Firearm Crime in Chicago
John Freeman, Illinois Criminal Justice Information Authority

4:15–5:30 p.m. **Use of Technology to Identify Illegal Firearms Traffickers (Includes break)**
Yari Yacobi, National Institute of Science and Technology

Sponsored by Bureau of Alcohol, Tobacco and Firearms, "Innovations in Government Award" from the Ford Foundation and Harvard University, granted to Joseph Vince

Thursday Evening: Organize Dinner Groups—On Your Own

Friday, June 12

8:45–10:00 a.m. **Session 2: Trends in Crime: Projections for the Future**
Michigan Union, 2nd Floor—Pendelton Room

Session Questions: Will crime be going up or down? Which types of crime?
Organizers: John Jarvis, FBI, and Allan Abrahamse, RAND Corporation

Panelists:

Cohort Survival Projections of Homicide Victimization: Projection Rates, A Work-In-Progress
Allan Abrahamse, RAND Corporation
John Jarvis, FBI
Don Faggiani, Virginia Statistical Analysis Center

Decreasing Violent Gun Crimes in New York City: A Result of Vigorous Enforcement Efforts, Other Variables, Or Both?
Steve Roth, Division of Criminal Justice Services, State of New York
Thomas Marvell, Justec Research

10:00–10:15 a.m. **Break**

10:15 a.m.–
12:00 p.m. **Discussion**

12:00–2:00 p.m. **Lunch—On Your Own**

2:00–3:15 p.m. **Session 3: Collaborations Among Academics, Practitioners, and the Community**
Michigan Union, 2nd Floor—Pendelton Room
Organizer: Richard Block, Loyola University

Panelists:

The SECURE Program: Safety Enhanced Communities Utilizing Resident Endeavors
Richard Block, David Katz, and Laura Herrin, Loyola University

Youth, Firearms and Violence in Atlanta: A Problem-Solving Approach
Arthur L. Kellermann, Dawna S. Fuqua-Whitley, Peter Ash, and John Carter, Emory University

A Content Analysis of the Media Portrayal of Child Abuse in Two Australian Newspapers
Ania Wilczynski, University of New South Wales

Partners and Strategies in Reducing Youth Violence
Kathleen Heide, University of South Florida

3:15–3:30 p.m. **Break**

3:30–5:00 p.m. **Discussion**

Friday Evening: Dinner on Your Own

Saturday, June 13

8:45–10:00 a.m. **Second Business Meeting**
Unfinished Business, Final Issues

10:00–10:15 a.m. **Break**

10:15 a.m.–
12:30 p.m. **Session 4: Integration: Theoretical Connections**
Michigan Union, 2nd Floor—Pendelton Room

Session Question: How does what we have heard so far inform theory?
Organizer: Lin Huff-Corzine, University of Central Florida

Panelists:

One organizer or designee from each of the previous panels to help lead discussion. This is our chance to integrate what we have learned at the meeting.

12:30 p.m. **Meeting Ends: Final Comments**

Appendix B
Meeting Participants*

Name	Affiliation
Abrahamse, Allan	RAND Corporation
Avila, Susan	Cook County Hospital
Bienen, Leigh	Northwestern University Law School
Blackman, Paul H.	NRA–ILA
Block, Carolyn Rebecca	Criminal Justice Information Authority, Statistical Analysis Center
Block, Richard	Loyola University, Department of Sociology
Brewer, Victoria E.	Sam Houston State University, College of Criminal Justice
Carlson, David	Northeastern University
Cheatwood, Derral	University of Texas at San Antonio, Division of Social and Policy Sciences
Chilton, Roland	University of Massachusetts, Department of Sociology
Corzine, Jay	University of Central Florida, Department of Sociology and Anthropology
Cowan, David	Exponent Health Group
Daly, Martin	McMaster University, Department of Psychology
Dawson, Myrna	University of Toronto, Department of Sociology/Centre of Criminology
Dunn, Chris	University of Michigan, ICPSR
Faggiani, Donald	State of Virginia, Department of Criminal Justice Services
Federowycz, Orest	Canadian Centre for Justice Statistics
Fingerhut, Lois	Centers for Disease Control, National Center for Health Statistics
Freeman, John	Illinois Criminal Justice Information Authority
Fuqua-Whitley, Dawna	Emory Center for Injury Control
Hargarten, Stephen W.	Medical College of Wisconsin, Department of Emergency Medicine
Heide, Kathleen	University of South Florida
Huff-Corzine, Lin	University of Central Florida, Department of Sociology and Anthropology
Jarvis, John	Federal Bureau of Investigation
Jasinski, Jana	Wichita State University, Department of Sociology
Kim, Allegra N.	California State Dept. of Health Services, Epidemiology and Prevention for Injury Control Branch
Krieghbaum, David G.	Bureau of Alcohol, Tobacco and Firearms/NTC/CGAB
Langford, Linda	Harvard University

Lee, Anne S.	University of Georgia, Gerontology Center
Lee, Everett S.	University of Georgia, Gerontology Center
Marvell, Thomas B.	Justec Research
Marz, Kaye	University of Michigan, ICPSR
Maxson, Cheryl	University of Southern California, Social Science Research Institute
May, John P.	D.C. Central Detention Facility Health Services
Nunziato, Gerald A.	Bureau of Alcohol, Tobacco and Firearms/NTC
Paulsen, Derek	Sam Houston State University, College of Criminal Justice
Pierce, Glenn	Northeastern University
Petee, Thomas A.	Auburn University, Department of Sociology, Anthropology and Social Work
Pitts, Khalid	D.C. Central Detention Facility Health Services
Regoeczi, Wendy	University of Toronto, Department of Sociology
Rand, Michael	Bureau of Justice Statistics
Roberts, Roxanne	Cook County Hospital
Rose, Harold M.	University of Wisconsin-Milwaukee, Department of Geography
Roth, Steven	New York State Division of Criminal Justice Services
Sherlock, William	Illinois State Police
Skrapec, Candice	California State University, Fresno, Department of Criminology
Smith, Robert	Cook County Hospital
Stack, Steven	Wayne State University, Criminal Justice Department
Trent, Roger B.	Emergency Preparedness and Injury Control Program
Vince, Joseph J.	Bureau of Alcohol, Tobacco and Firearms/CGAB
Vogt, Kimberly A.	University of Wisconsin-La Crosse, Department of Sociology
Wachtel, Julius	Bureau of Alcohol, Tobacco and Firearms
Webster, Daniel	Johns Hopkins University, Center for Gun Policy and Research
Wilczynski, Ania	University of New South Wales, Social Policy Research Centre
Wilson, Margo	McMaster University, Department of Psychology
Yacobi, Yari	National Institute of Science and Technology

*As of June 1

About the National Institute of Justice

The National Institute of Justice (NIJ), a component of the Office of Justice Programs, is the research agency of the U.S. Department of Justice. Created by the Omnibus Crime Control and Safe Streets Act of 1968, as amended, NIJ is authorized to support research, evaluation, and demonstration programs, development of technology, and both national and international information dissemination. Specific mandates of the Act direct NIJ to:

- Sponsor special projects, and research and development programs, that will improve and strengthen the criminal justice system and reduce or prevent crime.
- Conduct national demonstration projects that employ innovative or promising approaches for improving criminal justice.
- Develop new technologies to fight crime and improve criminal justice.
- Evaluate the effectiveness of criminal justice programs and identify programs that promise to be successful if continued or repeated.
- Recommend actions that can be taken by Federal, State, and local governments as well as by private organizations to improve criminal justice.
- Carry out research on criminal behavior.
- Develop new methods of crime prevention and reduction of crime and delinquency.

In recent years, NIJ has greatly expanded its initiatives, the result of the Violent Crime Control and Law Enforcement Act of 1994 (the Crime Act), partnerships with other Federal agencies and private foundations, advances in technology, and a new international focus. Some examples of these new initiatives:

- New research and evaluation are exploring key issues in community policing, violence against women, sentencing reforms, and specialized courts such as drug courts.
- Dual-use technologies are being developed to support national defense and local law enforcement needs.
- The causes, treatment, and prevention of violence against women and violence within the family are being investigated in cooperation with several agencies of the U.S. Department of Health and Human Services.
- NIJ's links with the international community are being strengthened through membership in the United Nations network of criminological institutes; participation in developing the U.N. Criminal Justice Information Network; initiation of UNOJUST (U.N. Online Justice Clearinghouse), which electronically links the institutes to the U.N. network; and establishment of an NIJ International Center.
- The NIJ-administered criminal justice information clearinghouse, the world's largest, has improved its online capability.
- The Institute's Drug Use Forecasting (DUF) program has been expanded and enhanced. Renamed ADAM (Arrestee Drug Abuse Monitoring), the program will increase the number of drug-testing sites, and its role as a "platform" for studying drug-related crime will grow.
- NIJ's new Crime Mapping Research Center will provide training in computer mapping technology, collect and archive geocoded crime data, and develop analytic software.
- The Institute's program of intramural research has been expanded and enhanced.

The Institute Director, who is appointed by the President and confirmed by the Senate, establishes the Institute's objectives, guided by the priorities of the Office of Justice Programs, the Department of Justice, and the needs of the criminal justice field. The Institute actively solicits the views of criminal justice professionals and researchers in the continuing search for answers that inform public policymaking in crime and justice.